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As of October 1963, there were 102 associate degree programs in nursing, 82 of them in 2-year institutions. These 82 represented only 3 percent of the 704 junior colleges listed in the 1963 Junior College Directory. Surveys were conducted to discover the factors that led to or inhibited establishment of nursing programs. The volume of full-time enrollment is the characteristic that most influences the college's interest. The comparatively high cost of nursing programs, difficulty in providing the necessary physical facilities within the college, and inadequacy of clinical facilities are factors which deter program development. Finding a qualified nurse administrator was also a crucial factor for administrators who had faced the problem. Some recommendations were: (1) eliminating nursing programs in junior colleges in which total enrollments are under 500 and forecasts indicate only limited increases, (2) educating controlling boards to the need for a preplanning period for the nurse administrator prior to admission of students, (3) alerting junior colleges to availability of federal funds under the Nurse Training Act of 1964, and (4) establishing nursing programs only when sufficient qualified faculty are obtainable. Appendixes include questionnaires and survey data. This Ed.D. thesis was submitted to Columbia University. (JK)

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The League Exchange

No. 77

FACTORS AFFECTING THE ESTABLISHMENT OF ASSOCIATE DEGREE PROGRAMS IN NURSING IN COMMUNITY JUNIOR COLLEGES

by

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MILDRED S. SCHMIDT

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FACTORS AFFECTING THE ESTABLISHMENT OF ASSOCIATE DEGREE PROGRAMS IN NURSING IN COMMUNITY JUNIOR COLLEGES

A Study Submitted at Teachers College, Columbia University,
In Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

by

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THE LEAGUE EXCHANGE

The League Exchange was instituted as one means for the sharing of ideas and opinions. Many other means are, of course, available--notably, biennial conventions, national and regional conferences, and meetings of state and local leagues for nursing. Further opportunities for the exchange of knowledge and information are afforded in Nursing Outlook, the official magazine of the National League for Nursing, and in other professional periodicals.

It is recognized, however, that the time available at meetings and the pages of professional magazines are limited. Meanwhile, the projects in which NLN members are engaged and which they should be sharing with others are increasing in number and scope. Many of them should be reported in detail; yet, such a reporting would frequently exceed the limits of other media of communication. The League Exchange has been instituted to provide a means for making available useful materials on nursing that would otherwise not be widely available.

It should be emphasized that the National League for Nursing is merely the distributor of materials selected for distribution through the League Exchange. The views expressed in League Exchange publications do not represent the official views of the organization. In fact, it is entirely possible that opposing opinions may be expressed in different articles in this series. Moreover, the League assumes responsibility for only minor editorial corrections.

It is hoped that NLN members will find the League Exchange useful in two ways: first, that they will derive benefit from the experience of others as reported in this series, and second, that they will find it a stimulus to the dissemination of their own ideas and information. There are undoubtedly many useful reports that are as yet unwritten because of the lack of suitable publication media. NLN members are urged to write these reports and submit them for consideration for publication as a League Exchange item.

To the extent that all NLN members draw from, and contribute to, the well of nursing experience and knowledge, we will all move forward together toward our common goal--better nursing care for the public through the improvement of organized nursing services and education for nursing.

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THE EVOLVING ROLE OF THE COMMUNITY JUNIOR COLLEGE IN TECHNICAL AND SEMIPROFESSIONAL EDUCATION

INTRODUCTION

Community junior colleges became an essential part of the system of nursing education when a proposal was made to educate a new worker in nursing at the technical or semiprofessional level.[1] The proposal was a daring departure from tradition. Prior to the proposal, the majority of nurses had been educated in hospital-controlled schools of nursing. A much smaller percentage had received their education in four-year colleges or universities.

The proposal to educate a technical or semiprofessional worker in nursing emerged from the concept that within the scope of nursing there is a differentiation of function.[2] To perform these varying functions, workers are needed who have had varying lengths and levels of preparation.

Intermediate nursing functions, involving skill and some judgment, require workers with education beyond the high school. However, these workers do not need four years of education beyond the high school. The educational institution that has increasingly met the need for workers requiring this level of preparation is the community junior college. Montag envisioned the preparation of this new worker, whom she called the nursing technician, within this institution.[3]

Community junior colleges added associate degree programs in nursing to their curricular offerings in 1952, when the first two programs were established. As of October, 1963, there were 102 programs, 82 of them in two-year institutions.[4] These 82 institutions represented 3 percent of the 704 junior colleges listed in the 1963 Junior College Directory.[5] There were junior colleges in 49 states, but only 29 states were involved in associate degree nursing education.

In view of the continuing need for nurses in the United States and the increasing interest of community junior colleges in technical education, it was puzzling that more of these institutions had not added nursing to their curricular offerings. This study was designed to find out what factors led to or inhibited the establishment of associate degree nursing programs in community junior colleges.

Three purposes were identified for the study. The first was to provide guidance to facilitate decision-making for those involved in deciding whether or not to establish an associate degree program in nursing in a particular community junior college. It was also anticipated that the study would provide information to state boards of nursing, state nurses' associations, state leagues for nursing, and state departments of education that would be useful in helping them to fulfill their responsibilities to the public and the nursing profession in relation to education of nurses. The third purpose was to provide information for colleges contemplating the establishment of these programs in the future.

There was an urgent need for this study. A quantitative and qualitative shortage of nurses exists in the United States.[6] The report of the Surgeon General's Consultant Group on Nursing, published in 1963, recommended a 445-percent increase in graduates from associate degree nursing programs by 1970. This means that the number of graduates must be increased from the 917 graduated in 1961 to 5,000 by 1970.[7] The Consultant Group found existing programs could not accommodate this projected enrollment, so additional associate degree nursing programs would need to be established.[8] No current material was available to guide those concerned with the decision of whether or not to establish this type of nursing program in a particular community junior college.

Administrators of community junior colleges have shown a high degree of interest in the associate degree nursing program. Large numbers of presidents and deans of these institutions have attended the sessions on nursing education at the Annual American Association of Junior Colleges Convention. The National League for Nursing* had received many letters of inquiry from community junior college administrators indicating interest in the program and requesting information or consultation. In spite of this interest, an average of only nine programs per year for the last 12 years had been developed. There must have been factors that led some colleges to establish this program and others not to. These needed to be identified.

Three assumptions were basic to this study: First, it is possible to identify the factors that have led to or deterred the establishment of associate degree programs in nursing in community junior colleges. Second, community junior colleges will continue to establish programs in nursing in order to carry out their community service function. Third, analysis of the factors in a given situation can facilitate decision-making for those responsible for deciding whether or not to establish a nursing program in a particular community junior college.

In this study, "factor" refers to one of the elements, circumstances, or influences that contributed to or inhibited the establishment of associate degree nursing programs in community junior colleges. "Community junior college," as used in this study, is an educational institution that offers two but less than four years of work beyond the twelfth grade.

This study was confined to the institutions listed in the 1963 Junior College Directory[9] of the AAJC. Excluded from the study were the six community junior colleges that participated in the Cooperative Research Project for Junior-Community College Education for Nursing. The study was confined to the founding period of the nursing program in each college. This period started when the college expressed interest in establishing a program and terminated when the first class was admitted or when the decision was made not to establish a program or to delay its establishment.

The following methodology was used for the study.

1. The literature pertaining to the development of community junior colleges was reviewed, with particular attention to technical and semiprofessional education, including nursing.
2. The files of the Department of Diploma and Associate Degree Programs of NLN were searched for the names of the community junior colleges not currently involved in nursing education but having correspondence on file requesting information or consultation on associate degree programs in nursing.
3. Postcard questionnaire 1 (see Appendix A) was developed to find out from the chief administrative officers of these colleges whether (a) a decision had been made to establish a nursing program, (b) the establishment of the program was still under study, or (c) the program was to be established and, if so, by what date.

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*Hereafter, the National League for Nursing will be referred to as NLN and the American Association of Junior Colleges as AAJC.

4. The returns were reviewed, and the decision was made to conduct a comprehensive survey of community junior colleges throughout the United States. The 1963 Junior College Directory was used to obtain the names and the locations of two-year colleges in the United States. Colleges excluded from the survey were (a) those currently offering associate degree nursing programs, (b) those identified in step 2, (c) men's colleges, (d) extension centers, divisions, or branches of parent institutions, and (e) those outside continental United States but including Alaska.
5. The comprehensive survey instrument was a postcard questionnaire (see Appendix B). The purpose of this survey was to find out from the chief administrative officers of these colleges how many had ever had an interest in establishing a nursing program. If the response was negative, the respondent was asked to state why. If the answer was affirmative, the respondent was requested to check whether at that point they (a) had decided not to establish an associate degree nursing program, (b) felt it was unlikely they would establish such a program within the next five years, (c) were still considering the feasibility of establishing such a program, or (d) were planning to establish such a program by a given date. The postcard questionnaires returned from both surveys were combined.
6. Those colleges were identified that had had an interest in establishing an associate degree nursing program but had decided either not to proceed or to delay establishing the program. Questionnaire 3 (see Appendix C) was developed to find out what factors had led to these decisions. At least 50 percent of the returns were reviewed to rule out ambiguous or unclear questions before the next questionnaire was developed.
7. The colleges that indicated they were still considering establishing a nursing program were identified. Questionnaire 4 (see Appendix E) was developed and sent to them to find out what factors were delaying their plans.
8. The findings from questionnaires 3 and 4 were used to develop questionnaire 5 (see Appendix G). The purpose of questionnaire 5 was to find out how administrators with experience in inaugurating an associate degree nursing program handled the problems identified by the respondents to questionnaires 3 and 4. Questionnaire 5 was sent to the community junior colleges listed in College-Controlled Programs in Nursing Education Leading to an Associate Degree.[10]
9. The accumulated data were then analyzed, conclusions were drawn, and implications and recommendations were developed relating to the future planning for and the establishing of these programs.

The development of the associate degree program in nursing cannot be separated from the institution of which it is an integral part. This chapter presents an account of the early beginnings of the community junior college and presents evidence of its increasing involvement in technical and semiprofessional education, including nursing.

COMMUNITY JUNIOR COLLEGES BECOME AN INTEGRAL PART OF AMERICAN HIGHER EDUCATION

Junior Colleges Appear on the Educational Scene

The early beginnings of the junior college movement have been well documented.[11] The first use of the term "junior college," Hillway maintains, was in connection with

William Rainey Harper's reorganization of the University of Chicago in 1892. The upper division of juniors and seniors was designated the "senior college," and the lower division of sophomores and freshmen was called the "junior college." Hillway credits Harper with being the first American educator to argue in favor of the junior college as an educational unit.[12]

Harper summarized his ideas, which culminated in the reorganization of the university, in his presidential report of 1902. He saw the end of the sophomore year as a convenient point for many students to terminate their college careers. He also felt some students, who might not wish to undertake four years of collegiate instruction, might be willing to attempt the two-year program.[13] In 1892, the University of California was reorganized and a "junior certificate" was required for admission to the upper division.[14] The influence of these two universities, along with others, leads Fields to conclude that "in the early beginnings of the junior college the major impetus was from the university."[15]

Eells identified the restructuring of the university, or "university amputation," as one of four methods of establishing the early junior colleges.[16] A second method Eells identified as "high school elongation."[17] This came, he says, as a result of the elimination of the first two years by some of the universities. To fill this void, there was a strong influence in many high schools to extend their work upward to include the two years "unwelcomed by the universities."[18]

Other reasons have been offered for the high schools' contributing to the growth of junior colleges in those early years. Some students returned to high schools when opportunities for college work did not exist, or were too remote geographically, or were too expensive. The postgraduate courses that were established for these students represented upward extension of the high school into the junior college field.[19]

The third method of establishing junior colleges, Eells said, was "college decapitation," recommended by President Harper at the time he reorganized the University of Chicago.[20] Harper suggested that the weak four-year colleges drop the junior and senior years from the curriculums and concentrate upon doing better work with freshmen and sophomores.[21] Some colleges acted upon his suggestion, but their number was small.

The fourth method of establishing the early two-year colleges was independent creation. Morrison and Mortorana say this method did not gain much favor until around the 1920's. They maintain that the development of junior colleges in the early years "was more by chance than by plan, and little attention was paid to desirable or necessary criteria by which to judge the likelihood of success of a two-year college."[22]

A variety of educational institutions viewed the emerging junior colleges with interest. The normal schools saw the movement as a method of gaining recognition in higher education.[23] Other institutions such as business schools and trade schools started calling themselves junior colleges. They began requiring graduation from the twelfth grade as a criterion for admission, and they gradually assumed new functions.[24] This infusion of institutions, concerned with preparation for occupations, added a new dimension to the junior college movement. Junior colleges were no longer limited to institutions interested only in preparing students for the first two years of higher education.

Institutional Purposes Are Clarified

The early junior colleges emerged from a variety of sources, for a variety of purposes, to serve a variety of publics. Under these circumstances, it is not surprising that the youngest institution in our system of higher education has had difficulty from its early beginnings in clarifying the purposes for which it exists. In 1920, 34 representatives of junior colleges held a conference in St. Louis, Missouri. During this conference, the AAJC was organized. One of the early tasks of the Association was to define the term "junior college." A definition was accepted at the third annual meeting of the Association.

> The junior college is an institution offering two years of instruction of strictly collegiate grade.[25]

Several years after the Association was established, Leonard V. Koos conducted a comprehensive study to determine current conceptions of the special purposes of the junior college. The study was published in 1925.[26] Koos compiled the purposes of the junior colleges from an analysis of articles and addresses published in educational periodicals, as well as from catalogues or bulletins issued by both public and private junior colleges. Junior colleges, Koos found, were offering two years of work acceptable to colleges and universities. For students who were not going on, there were opportunities for rounding out their general education, as well as opportunities to prepare for occupations, the final training for which could be given during the junior college years. Koos classified this occupational preparation at the junior college level as training for the semiprofessions.[27]

Eells credits Thomas with the first systematically determined study of the basic functions of the junior college and for developing the terminology used in referring to these institutions. In his doctoral dissertation in 1926, Thomas concluded there were four basic functions of the junior college: (a) popularizing, (b) preparatory, (c) terminal, and (d) guidance.[28]

The purposes of the junior colleges became more comprehensive with the passing years. In 1940,George F. Zook, who later became chairman of President Truman's Commission on Higher Education, addressed the twentieth annual meeting of the AAJC. He told the assembled presidents that junior colleges should conceive their field of effort to include meeting the educational needs of the entire youth population, particularly the 18- and 19-year-olds. If such a philosophy was accepted, he said, the traditional curriculum leading to an A.B. degree would become a small, though important part of the college program. Alongside this curriculum, and far exceeding it in numbers, would be terminal curriculums in various vocations and in general education.[29]

Eight years later, President Truman's Commission on Higher Education made some bold pronouncements concerning the role of the community college and its place in American education. The Commission pointed out that many young people wanted less than a full four-year college course. In the opinion of the Commission, "the two-year college,that is, the thirteenth and fourteenth years of our educational system, is about as widely needed today as the four-year high school was a few decades ago."[30] The Commission envisioned this college as fitting into the community life as the high school had done.

> Hence the President's Commission suggests the name "Community College" to be applied to the institution designed to serve chiefly local community education needs. It may have various forms of organization and may have curricula of various lengths. Its dominant feature is its intimate relation to the community it serves.[31]

The Commission also recommended that the community college emphasize programs of a terminal nature. These semiprofessional curriculums, it stated, should be balanced and include general education along with the vocational and technical courses. The general education courses should be concerned with personal and social development, and the technical education should give the students command of marketable abilities.[32]

The name "Community College" at once became accepted and popular.[33] The change in name signified significant changes in the junior college movement. Public junior colleges were emerging as community-centered, multipurpose institutions. The term "community college" or "community junior college" came into use for those junior colleges that assumed the task of serving their communities or regions as multipurpose institutions. "Junior college" continued to be the term for those colleges that did not meet community needs.[34] Some two-year colleges changed their names to include the term "community," others retained the term "junior" in their title, while still others remained simply "college." A review of two-year colleges listed in the Junior College Directory indicates great variety in names among these two-year institutions.[35]

The two-year college was the subject of the 55th yearbook of the National Society for the Study of Education. The Committee on the Public Junior College, appointed to develop the yearbook, concluded that "valid purposes of the public junior college can emerge only from the characteristics of society and the needs of individuals."[36] Within this framework, the Committee identified four major purposes of the public junior college: (a) preparation for advanced study, (b) vocational education, (c) general education, and (d) community service. Guidance and counseling were recognized as a necessary specialized service of the public junior college.[37]

These four functions and this specialized service have been widely discussed and generally accepted among educators. The public, however, has not understood the functions of junior colleges. The AAJC recognized this problem in its blueprint for action in 1961. One of the objectives adopted by the Association as part of its blueprint was "to clarify and promote public understanding of the functions of junior colleges."[38] Educators are increasingly concerned with the institution's problem of identity.

The ambiguous status of the junior college was discussed in two recent publications by authorities in the field of higher education. Medsker believes that although the functions of the junior college are generally well known and widely discussed, its central purpose is difficult to determine and define.[39] He attributes this to its ambiguity as a continuation of the high school on the one hand and a part of higher education on the other. For these reasons, he says, the junior college is prevented from attaining a definite status in our system of education.[40] Medsker believes the central role of the junior college should be as an intermediate institution between high school and higher education. Students should be able to enter the junior college easily and have an opportunity to prove their capabilities for higher education or employment.[41]

McConnell shares Medsker's concern about the ambiguous status of the junior college in the American educational system. McConnell attributes this ambiguity to the institution's legal status as a part of secondary education on the one hand and its increasing recognition as a part of higher education on the other.[42]

In spite of its ambiguous place in our system of education, the impact of the junior college on the social and educational scene is increasing. The leaders of the junior college movement are carving out an important role for these institutions through the

AAJC. The theme for the 1961 meeting of the Association was "America's Stake in the Junior College." Five "musts" for the junior college evolved from group discussions at the convention.

1. The junior college must produce manpower with new competencies for a rapidly changing technological society.
2. The junior college must hold open the closing door of opportunity for college education.
3. The junior college must place higher education within financial reach of all qualified students.
4. The junior college must find means of interpreting the values of its services in accurate and effective ways.
5. The states must be given encouragement and guidelines toward establishing sound systems of junior colleges.[43]

These five "musts" are a long way from the first modest statement formulated 38 years earlier by the Association, when the junior college was defined as an institution offering two years of instruction of strictly collegiate grade.[44]

The Institution Flourishes

Statistics relating to the growth of junior colleges date from 1917. Eells stated that "reliable data for years preceding 1917 are not available, but enrollments prior to that year were too small to be significant."[45] When Koos published his book The Junior College in 1925, he reported that in approximately 20 years the junior colleges had grown to be "well in excess of two hundred."[46]

Enrollment figures for 1963-1964 jumped by 20 percent, according to a report received from Edmund J. Gleazer, Jr., the executive director of the AAJC, and published in School and Society.[47] Gleazer estimated that junior college enrollment would reach 1,000,000 students this year, which would be approximately a 20-percent rise over the 820,000 students of last year. This estimate was based on a survey of 581 junior colleges conducted by the Association, plus contact with some state education officers. Junior college enrollments, according to Gleazer, were reported to have increased by 35 percent in New York, 31 percent in Florida, 15 percent in California, and there is an estimated increase in Texas of 21.3 percent.[48] Many other junior colleges expanded programs and facilities, Gleazer reported, in order to meet new needs in technical and semiprofessional areas.[49]

Why have the number of junior colleges expanded so rapidly over the years? Bogue reported the results of one study that sought the reasons for the establishment of 77 colleges in 23 states between the years 1940 and 1953.[50] The administrators mentioned most frequently the following reasons for establishment of the colleges: (a) youth financially unable to attend existing institutions, (b) to extend the secondary school upward, and (c) opportunities needed for short courses and for two-year terminal curriculums.[51]

The need for some type of two-year institution has been officially recognized in most states. Many states have studied their future needs in higher education, and the commissions or agencies conducting these state studies have, in most instances, recommended the development of two-year colleges.[52] According to Morrison and Martorana of the United States Office of Education, 32 states, or 64 percent of 50 states, "have some general enabling legislative provisions authorizing qualified governmental jurisdictions to establish local public 2-year colleges."[53]

Official pronouncements from such influential groups as President Truman's Commission on Higher Education[54] served as a catalyst to the junior college movement. The Truman Commission report was followed by the report of President Eisenhower's Committee on Education Beyond the High School. In this Second Report to the President, the role of the two-year college was clearly stated.

> Community colleges are not designed, however, merely to relieve enrollment pressures on senior institutions. They have a role and an integrity of their own. They are designed to help extend and equalize opportunities to those who are competent and who otherwise would not attend college, and to present a diversity of general and specialized programs to meet the needs of diversified talents and career goals.[55]

Three years later, President Eisenhower's Commission on National Goals set a series of goals for vital areas of our national life. The Commission stated that "two-year colleges should be within commuting distance of most high school graduates."[56] These recommendations pertaining to the two-year college from such influential groups gave impetus to the growth in numbers of two-year colleges, as well as to increases in enrollments.

In the 1963 Junior College Directory of the AAJC, a total of 704 junior colleges were listed. Of this total, 426 were public and 278 were private.[57] The listing included junior colleges, two-year technical institutions, and two-year extension centers of four-year colleges and universities in the United States and its territories. Institutions included in the list had responded to a questionnaire sent out by the AAJC.[58]

The total full-time enrollment figure in the Directory, as of October, 1961, was 360,665. When part-time enrollment figures were added, the total enrollment was 745,394.[59]

TECHNICAL AND SEMIPROFESSIONAL PROGRAMS ARE DEVELOPED

Emergence of the Technical and Semiprofessional Worker

"Man cannot now live by the work of his hands alone; he must use his mind."[60] In this age of technology, we have come to the realization that technology depends upon the learning that is a product of higher education.[61] Businessmen are aware that technological changes are causing the working community at all levels to suffer what economists call "prosperity unemployment."[62] An employment manager says a more appropriate term is "technological retardation," since the problem is the result of technological change.[63] Bigelow believes the working community "cannot progress and produce as in the past on the basis of job knowledge and skills acquired by observation and worker-to-worker communication."[64] Changes in the industrial world, he says, demand a new kind of worker. This worker is usually called a technician. Harris says this worker serves "to bridge the gap between the high-level scientist and research engineer on the one hand, and the skilled and semi-skilled worker on the other."[65] The work of a technician has been succinctly described in a two-year college catalogue.

> The work of the technician usually requires a degree of specialized knowledge supplemented by a broad understanding of operational procedures; involves the frequent application of personal judgment in a variety of situations; and often requires supervision of the work of others.[66]

Harris says there is still some disagreement about the name that should be applied to this new worker.[67] Consequently, in the literature, one finds the titles "technician" and "semiprofessional worker" used interchangeably, with no clear distinction between the two terms.

An analysis of the composition of the labor force as it was in the United States in 1930, compared to what it was in the 1960's, was used by Harris to demonstrate the need for technicians and other semiprofessional workers. In two classifications, semiprofessional workers and technical and skilled workers, 27 percent more workers are being used today than in the 1930's. These groups represent 80 percent of the total labor force in the 1960's. Unskilled workers represent 10 percent of the labor force of the 1960's. "Today's mechanized, electrified, automated industry,"[68] Harris says, needs technical and semiprofessional workers. The distribution of the labor force is a reflection of this need.

Industry is not alone, however, in its need for a new type of worker. In 1962, the service industries stood fourth among employers, providing jobs for more than 7 3/4 million people.[69] The service industry group has grown to be three times its size 40 years ago.[70]

The authors of the Occupational Outlook Handbook make this observation about the rapid growth of the service industries.

> This reflects a very important fact about our way of life--that as we grow and prosper, higher and higher proportions of people will be engaged, not in manufacturing but in performing the multitude of services that make life more pleasant and easier for people generally.[71]

The Handbook predicts a continued rapid expansion of employment in the health fields in the middle and the late 1960's. Six factors are identified as having contributed to the increase in demand for health care in the recent past: (1) the country's expanding and aging population, (2) the rising health consciousness of the general public, (3) extension of hospitalization and medical insurance plans, (4) rapid expansion of expenditures for medical research, and (5) continued provision of health care for veterans and members of the Armed Forces and their families. There is also the need to replace those who retire, die, or leave the field for other reasons.[72] These changes in occupational demands have implications for the curriculums in the community junior colleges.

The terminal function was not one of the original purposes of the junior colleges. Programs developed gradually, however, as faculties became aware that many of the students who entered and graduated from their institutions did not transfer, as they declared they were going to do, but went directly into employment or homemaking.[73]

Community Junior Colleges Respond to the Need

Lange, professor of education at the University of California, stated his position concerning junior college vocational education in 1917. He wanted two vocational departments in each junior college--"one for homemaking and women's occupations other than teaching; the other for civic efficiency." After these departments had been developed, he pressed for other vocational departments designed to meet more localized needs.[74]

In 1949, Hillmer published a study of the number of students enrolled in terminal curriculums in public junior colleges throughout the United States during the school year 1947-48.[75] One hundred and four out of 313 public junior colleges submitted figures on enrollment in terminal curriculums. An analysis of these figures showed that

47 percent of the student bodies were enrolled in these courses. Hillmer contrasts this figure with the 20 percent found by Christensen in a 1932 study, and the 35 percent found by Eells in a 1941 study. His conclusion was that "terminal enrollments have almost doubled in a decade, and are almost twenty times their number in 1931."[76] He also concluded that terminal enrollments had also increased in relation to over-all enrollment from 20 percent of the total enrollment in 1931 to 35 percent in 1938-39 and 47 percent in 1947-48.[77]

An analysis of the technical education provided by the junior colleges was published by Richard in 1957.[78] His analysis was based on a study of the 531 junior colleges listed in the American Junior College, fourth edition. He found that 453, or 85.3 percent, of the colleges had a terminal or semiprofessional curriculum. Forty-six occupational curriculums were listed as terminal or semiprofessional. Of the 453 colleges with terminal or semiprofessional curriculums, 237, or 52.3 percent, provided one or more of the technical education curriculums. In the total of 531 colleges, 44.6 percent had a technical-education curriculum.[79] These two studies offered evidence that junior colleges had responded to the need for terminal curriculums that prepare technicians and semiprofessional workers.

Thornton identified four influences that contributed to the rapid expansion of occupational education in the junior colleges.[80] In the states that considered the public junior college to be part of secondary education, the leadership of the state agencies for vocational education under the Smith-Hughes Act was especially effective. There was the realization during the depression years that specific training beyond the high school level would give an applicant competitive advantage in the job market. In Thornton's opinion, this encouraged the spread of occupational education. The junior colleges organized classes to train workers with technical skills needed for the mechanized production during World War II years. Lastly, the close working relationship of public junior colleges with their communities made it possible for employers and workers to request the college to establish desired occupational courses. As a result of these influences, says Thornton, the junior colleges, particularly those under public control, have been continuously expanding their list of technical education programs.[81]

The community junior colleges would have an impossible task if they tried to develop a curriculum to prepare workers for the hundreds of job titles in industry today. For this reason, Harris has proposed grouping job titles into families, or clusters, of technical occupations. Since each community junior college cannot offer educational programs to prepare workers for all the job titles in each cluster, each college must determine on the basis of community need which ones should be offered.[82] Harris's scheme divides the technologies closely related to engineering and science into six categories: civil, mechanical, electrical, industrial, miscellaneous, and nonengineering related technologies. There are from 7 to 10 job titles under each of these categories. Under nonengineering related technologies, the titles include, among others, nursing-registered nurse, nursing-licensed vocational nurse, dental hygiene, and x-ray technologies.[83] Harris makes this comment about the jobs listed under the nonengineering related technologies.

> These jobs are all at the semiprofessional level, and although they are not connected with industry and engineering, they do fit the general pattern of technical level jobs in that they require a background of science and in that they are concerned with activities whose level of sophistication is above that of the skilled craftsman and below that of the professional worker. Within this family of occupations there will be a rapidly increasing number of jobs in the next decade.[84]

If community junior colleges are going to continue to meet their community-service function, it is clear they will have to increase their curricular offerings to include programs for the education of a variety of technical and semiprofessional workers needed by our complex society.

Future Challenge

Harris believes that the community junior college can make a significant contribution to education and training for semiprofessional jobs in the service occupations.[85]

> The unique responsibility of the community college is to educate the 80 percent of the labor force which, in the '60's, will be in the group which we call semiprofessional, technical, and highly skilled. No other educational institution is ready or willing to devote itself to this task.[86]

The community junior college, in his opinion, is the only institution that can meet three criteria he considers essential for any educational institution that proposes to meet the national needs for educating America's technicians. These criteria are: (1) technical education should be higher education, (2) there is an immediate and pressing need to expand technical education, which the junior colleges can do, since they are a force already in being, and (3) courses in the humanities, economics, mathematics, and science are essential for intelligent living in today's society. The junior colleges, he believes, have the educational philosophy, facilities, and staff to incorporate general education within the technical education curriculum.[87]

However, there are problems. Medsker discovered "junior colleges have many internal problems with respect to developing terminal programs."[88] During a series of interviews with junior college administrators, he found many who willingly admitted that the institutions themselves are partly to blame for the lack of emphasis on terminal work. Problems he identified are: (1) staff members who are unwilling to accept the comprehensive function of the junior college, (2) prestige values attached to the more conventional programs, and (3) the extra effort and finances required to implement the occupational programs.[89] As a result of these problems, Medsker says, terminal programs often are not undertaken, are poorly planned and poorly explained to the public and the students.[90]

It is Medsker's opinion that if the two-year community college does not meet the responsibility of education for mid-level occupations, the alternative may be another type of institution that will meet this need. He believes this would be unnecessary and unfortunate.[91]

Fretwell questioned the two-year colleges in New York State about this situation.

> If the comprehensive approach, whereby technical job-related programs are included in the two-year college, does not seem to work in spite of what has been said, are we ready to stand back and let the vocational education people set up--as has already been proposed--a system of vocational schools to take care of the readily recognizable needs of both employers and individuals?[92]

The executive director of the AAJC has spoken forcefully about the need for a vast expansion of junior college level courses that are not geared to baccalaureate degree requirements.

> There is compelling evidence that a bold and dynamic program of occupational education is a national necessity. A most logical instrument is the community college. How will it respond?[93]

NURSING BECOMES PART OF THE COMMUNITY JUNIOR COLLEGE

Preparation of nursing technicians for semiprofessional or technical functions in two-year colleges was proposed by Montag in 1950.[94] The proposal was tested during the five-year Cooperative Research Project in Junior-Community College Education for Nursing conducted by Teachers College, Columbia University.[95] One conclusion of this study was that nurses able to carry on the functions commonly associated with the registered nurse could be prepared in the nursing program of the community junior college.[96] This cooperative research project was followed with intense interest by nurse educators and junior college administrators. Many administrators sought help in starting an associate degree nursing program. Assistance was available to them from several sources.

The American Association of Junior Colleges, the National League for Nursing, and the W.K. Kellogg Foundation have supported the development of associate degree nursing programs in a variety of ways. AAJC together with NLN sponsored national conferences and, through an interorganization committee, developed a statement of Guiding Principles for Junior Colleges Participating in Nursing Education.[97]

Since 1955, NLN has maintained a consultation service for college administrators interested in initiating a nursing program, and in 1961, it issued a report based on a questionnaire study of the associate degree program then in operation.[98]

The colleges had not only consultations, conferences, and publications available to them but also financial assistance. In 1959, the Kellogg Foundation gave a sizable grant to institutions and agencies in the states of California, Florida, New York, and Texas. The over-all growth in the number of associate degree nursing programs and in enrollment reflects the influence of the activities of these three agencies.

Programs and Enrollments Increase

The associate degree nursing program, as conceived by Montag, started with the inauguration of the first two programs in 1952.[99] The number of colleges initiating programs and the enrollments in these programs have shown steady growth since that date.

In 1955-56, 559 students were admitted to associate degree nursing programs. This represented 1.2 percent of the total number of admissions to basic professional nursing programs for that year. Five years later, in 1960-61, the number of students admitted to these programs was 2,085, which represented 4.2 percent of the total number of admissions that year to basic professional nursing programs. Two hundred and fifty-two students were graduated from associate degree nursing programs in 1955-56 and 917 in 1960-61.[100]

The December, 1963, list of College-Controlled Programs in Nursing Education Leading to an Associate Degree[101] showed that California had the largest number of programs--28; New York was second with 14; and Florida third with ten. Other states with junior colleges were not involved in this type of nursing education. What factors operate in some situations to cause the college to inaugurate a nursing program and in others to prevent or delay its inauguration?

To obtain answers to these problems, it was first necessary to identify the colleges having an interest in establishing an associate degree nursing program. How this was accomplished is explained in the next chapter.

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COMMUNITY JUNIOR COLLEGES INTERESTED IN ESTABLISHING ASSOCIATE DEGREE NURSING PROGRAMS.

To find out which community junior colleges were interested in establishing an associate degree program in nursing, the investigator turned first to NLN. As a former member of the NLN staff, the writer was aware that NLN files contained letters from college administrators who were exploring the feasibility of establishing a nursing program. Many of these colleges had not been added to the NLN list of associate degree nursing programs. Were these administrators still interested in inaugurating a nursing program, or had they given up the idea?

COLLEGES THAT SOUGHT ASSISTANCE FROM NLN

The files of the Department of Diploma and Associate Degree Programs (DDADP) of NLN were searched to identify the colleges not currently offering an associate degree program in nursing but with a letter on file asking for: (1) information about the program, (2) names of potential nurse administrators, (3) materials relating to establishing the program, or (4) a consultation visit. The file list was checked against the colleges listed in the 1963 Junior College Directory,[1] and only colleges appearing in the Directory were retained. Extension centers, divisions, or branches of colleges or universities were also excluded. The final list contained the names of 37 community junior colleges in 17 states. Forty-six percent of these letters had been written to NLN between 1956 and 1960.

A postcard questionnaire 1 was developed and sent to each of the 37 colleges to ascertain their current interest in establishing a nursing program (see Appendix A). Each chief administrative officer was asked to indicate whether: (1) a decision had been made not to establish a nursing program, (2) the establishment of the program was still under study, or (3) the program was to be established and if so, by what date. Thirty-seven, or 100 percent, of the questionnaires were answered and returned. The replies are summarized in Table 1. The responses to the questionnaire clearly revealed that the majority of colleges were still interested in establishing this type of nursing program. Only 13 percent had decided not to proceed. The remaining 87 percent were either considering establishing the program, planning to establish the program, or had recently established the program. The questionnaire was mailed October, 1963. The five colleges that had established a nursing program had done so in September of that year. Three of these colleges had letters in the NLN files dating back to 1957-59. A four- to six-year period had elapsed from the date of the colleges' initial exploration to the date of the inauguration of the program.

Was the continued high percentage of interest in establishing nursing programs confined to these colleges, or did a comparable degree of interest exist among other community junior colleges in the country?

Table 1. Plans of Community Junior Colleges with Correspondence On File at National League for Nursing, 1963

Plans	Colleges	
	Number	Percent
Decided not to establish program	5	13
Considering establishing program	20	54
Planning to establish program by a given date	7	19
Already established program	5	14
Total	37	100

DETERMINING THE INTEREST OF COMMUNITY JUNIOR COLLEGES IN NURSING

Using the 1963 Junior College Directory,[2] a postcard questionnaire survey was conducted of all the institutions listed in the Directory except: (1) those currently offering associate degree nursing programs, (2) the 37 previously surveyed, (3) men's colleges, (4) extension centers, divisions or branches of four-year colleges or universities, and (5) those outside the continental United States except Alaska.

A postcard questionnaire 2 (see Appendix B) was designed to find out from the chief administrative officer if the college had ever had an interest in establishing a nursing program. If the response was negative, the administrator was asked to state why. If the response was positive, he was asked to check one of four items: (1) have decided not to establish an associate degree nursing program, (2) feel it is quite unlikely we will establish an associate degree nursing program within the next five years, (3) are still considering the feasibility of establishing an associate degree nursing program, and (4) are planning to establish an associate degree nursing program by a given date.

The postcard questionnaire 2 was mailed to 497 institutions. Three hundred and ninety-eight, or 80 percent, were returned. Two of those returned were not usable. Table 2 summarizes the interest of community junior colleges in establishing associate degree programs in nursing.

Table 2. Interest of Community Junior Colleges In Establishing a Nursing Program

Interest	Colleges	
	Number	Percent
Interested	253	64
Not interested	143	36
Total	396	100

Current Plans of Colleges Interested in Nursing

The returns of postcard questionnaire 2 from the 253 colleges that had indicated an interest in establishing a nursing program were sorted according to their current plans. The results of this sorting appear in Table 3.

Table 3. Current Plans of Community Junior Colleges That Had Indicated Interest in Establishing a Nursing Program

Current Plans	Colleges	
	Number	Percent
Interested in establishing program, no other item checked	8	3
Decided not to establish program	28	11
Unlikely to establish program within next five years	48	19
Still considering establishing program	130	51
Planning to establish program by given date	39	16
Total	253	100

Only 28 colleges, or 11 percent, had decided not to establish a nursing program. Forty-eight, or 19 percent, felt it was quite unlikely that they would establish a program within the next five years. The highest number of returns were from colleges still considering the feasibility of establishing a program. There were 130 such institutions.

Thirty-nine colleges, or 16 percent, gave a target date for establishing a program. In this group, there were colleges in three states not currently involved in associate degree nursing education. The target dates for establishing new nursing programs appear in Table 4. It was apparent that administrators in these colleges were projecting far enough ahead to allow time for necessary planning. Ten administrators had set 1964 for the inauguration date and 16, 1965. Three projected the inauguration date to 1967. Five administrators did not name a date. Two of these said the program would be inaugurated when funds permitted, and two said when a new hospital was completed. One administrator checked the item but gave no date.

Reasons for Want of Interest in Nursing

Not all community junior college administrators were interested in establishing nursing programs. Postcard questionnaire returns revealed that 143, or 36 percent, of the respondents had indicated no interest in establishing a program. Their reasons for want of interest were organized into ten categories, and are presented in Table 5.

An associate degree program in nursing was not appropriate for the purpose of the college in 45, or 31 percent, of the institutions. Twenty-two colleges, or 15 percent,

Table 4. Projected Dates for Establishing Nursing Programs

Target Dates	Colleges	
	Number	Percent
1964	10	26
1965	16	41
1966	5	13
1967	3	8
When funds permit	2	5
When new hospital is completed	2	5
No date indicated	1	2
Total	39	100

Table 5. Reasons Why Community Junior Colleges Were Not Interested in Establishing a Nursing Program

Reasons	Colleges	
	Number	Percent
Inappropriate for purpose of college	45	31
No demand	22	15
No interest, no reason offered	18	13
Cooperate with hospital school of nursing	12	8
Too expensive	11	8
Lack of college facilities	9	6
Lack of hospital facilities	7	5
Conduct licensed practical nurse program	6	4
State regulations prevent	2	2
Other	11	8
Total	143	100

said there was no demand for the program. Eighteen colleges, 13 percent of the group, said they were not interested but offered no reason. Each of the following reasons was mentioned by less than 10 percent of the respondents: (1) cooperate with hospital school of nursing, (2) too expensive, (3) lack of college facilities, (4) lack of hospital facilities, (5) conduct licensed practical nurse program, and (6) state regulations prevent.

The 11 responses in the category "other" included four colleges that checked neither "yes" nor "no" but rather the item "It is quite unlikely we will establish an associate degree nursing program." Two colleges checked both "yes" and "no." Three colleges returned the cards with no items checked. One respondent wrote on the card, "We are not a public community college," and the other two wrote, "We are not a community college."

Were there differences in characteristics between the colleges that had indicated an interest in establishing a nursing program and the colleges that had indicated no interest?

CHARACTERISTICS OF THE PARTICIPATING COLLEGES

To find out if there were differences between those colleges interested and those not interested in establishing a nursing program, the colleges were studied in relation to four characteristics. These were: (1) regional accreditation status, (2) type of control, (3) full-time enrollments, and (4) terminal, including occupational, programs. Information relating to regional accreditation status, type of control, and full-time enrollment were obtained from the 1963 Junior College Directory.[3] Information on terminal, including occupational, programs was obtained from the sixth edition of American Junior Colleges.[4]

Data for each college were transferred from the postcard questionnaires to Royal McBee Keysort cards. The cards were sorted into two categories: (1) colleges that had indicated an interest in establishing a nursing program, including those with a letter on file at NLN, and (2) colleges that had indicated no interest in establishing a nursing program.

There was no appreciable difference in regional accreditation status between the colleges interested and those not interested in establishing a nursing program.

Table 6. Interest in Establishing a Nursing Program and Regional Accreditation Status of Community Junior Colleges

Regional Accreditation Status	Colleges Interested		Colleges Not Interested	
	Number	Percent	Number	Percent
Accredited	147	52	64	45
Nonaccredited	138	48	79	55
Total	285	100	143	100

These two categories of colleges were typical of the distribution of institutions by accreditation status according to the 1963 Junior College Directory.[5] In that year, 384, or 55 percent, of the 704 institutions listed in the Directory were accredited by their respective regional accrediting associations.[6]

The two categories of colleges were sorted according to type of control or affiliation. Four classifications were used: (1) independent, nondenominational, nonprofit, (2) independent, proprietary, (3) church, and (4) public. The results of the sorting appear in Table 7.

Table 7. Interest of Community Junior Colleges in Establishing a Nursing Program, by Type of Control

Type of Control	Colleges Interested		Colleges Not Interested	
	Number	Percent	Number	Percent
Independent, nondenominational, nonprofit	26	9	35	25
Independent, proprietary	30	10	3	2
Church	31	11	43	30
Public	198	70	62	43
Total	285	100	143	100

Publicly controlled colleges were most frequently interested in establishing associate degree programs in nursing. They accounted for 70 percent of the colleges in the interested category. Publicly controlled colleges also accounted for the largest percentage of institutions in the not-interested category. These findings reflected the high proportion of publicly controlled two-year institutions in the United States. Of the 704 institutions included in the 1963 Junior College Directory, 61 percent were classified as publicly controlled and 39 percent as independently controlled.[7]

The two categories of colleges were sorted according to their full-time enrollment figures. The results appear in Table 8.

Sixty-three percent of the colleges interested in establishing a nursing program had full-time student enrollments under 500. A high proportion--77 percent--of the colleges with no interest in establishing a nursing program also had full-time enrollments under 500. But the more significant finding was that 51 percent of the institutions in the latter category had full-time enrollments under 250.

According to the 1963 Junior College Directory,[8] 57 percent of the 704 institutions listed in the Directory had full-time enrollments under 500.

Table 8. Interest of Community Junior Colleges in Establishing A Nursing Program, by Number of Full-Time Enrollments

Full-Time Enrollment	Colleges Interested		Colleges Not Interested	
	Number	Percent	Number	Percent
12-249	106	37	74	51
250-499	75	26	37	26
500-749	50	18	19	13
750-999	12	4	3	2
1000-1999	25	9	5	4
2000-3999	4	1	1	1
No figure available	13	5	4	3
Total	285	100	143	100

The last characteristic studied was the involvement of the colleges in terminal, including occupational, curriculums. The two categories of colleges were sorted into three groups: (1) those offering terminal, including occupational, programs, (2) those not offering these programs, and (3) those for which no information was available. The results appear in Table 9.

A high percentage of institutions in both categories were already involved in terminal, including technical, education. Seventy-five percent of the institutions interested in establishing a nursing program already offered this type of curriculum. Forty-seven percent of those not interested in establishing a nursing program offered technical-occupational programs.

Table 9. Interest of Community Junior Colleges in Establishing a Nursing Program and Their Involvement in Terminal, Including Occupational, Programs

Terminal, Including Occupational, Programs	Colleges Interested		Colleges Not Interested	
	Number	Percent	Number	Percent
Offered	216	75	68	47
Not offered	51	19	45	32
No information available	18	6	30	21
Total	285	100	143	100

According to an analysis of the technical education provided by accredited junior colleges in 1957, a high percentage were involved in this type of education. Richard found that 85.3 percent of the colleges listed in American Junior Colleges, fourth edition, offered terminal or semiprofessional curriculums.[9]

The foregoing findings lead to the conclusion that the characteristics of community junior colleges most likely to be interested in establishing a nursing program will include: (1) accreditation by the appropriate regional accrediting association, (2) public control, (3) full-time student enrollments larger than 250, and (4) current involvement in terminal, including occupational, programs.

Attention was then turned to the characteristics of community junior colleges that had evidenced interest in establishing associate degree nursing programs.

CHARACTERISTICS OF COLLEGES INTERESTED IN ESTABLISHING A NURSING PROGRAM

Three categories of colleges were selected for study: (1) those that had indicated an interest in establishing an associate degree nursing program but had decided not to proceed or considered it unlikely within the next five years, (2) those still considering establishing a nursing program, and (3) those that had successfully established a nursing program.

There were 81 colleges in the first category and 150 in the second (see Tables 1 and 3). The NLN list College-Controlled Programs in Nursing Education Leading to an Associate Degree[10] was used to obtain the names of the community junior colleges in the third category. After eliminating the community junior colleges that had been involved in the Cooperative Research Project in Junior-Community College Education for Nursing, a total of 78 two-year institutions remained.

The same four characteristics that had been used to study the colleges interested and not interested were used to study these three categories of colleges.

Of the three categories, the colleges that were conducting nursing programs represented the highest percentage of accredited institutions. Seventy-three percent of these colleges were accredited, in comparison with 52 percent of the institutions still considering establishing a program and 48 percent of those that had decided not to proceed (Table 10).

Table 10. Regional Accreditation Status of Colleges, by Category

Regional Accreditation Status	Category of College					
	Decided Not to Establish a Nursing Program or Consider It Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number	Percent	Number	Percent	Number	Percent
Accredited	39	48	78	52	57	73
Nonaccredited	42	52	72	48	21	27
Total	81	100	150	100	78	100

Public-controlled institutions represented the highest percentage of colleges in each of the three categories. (See Table 11.) Ninety-one percent of the colleges currently involved in nursing were publicly controlled, compared to 66 percent of the colleges that were still considering the program and 67 percent of those that had decided not to establish a program.

Table 11. Colleges Interested in a Nursing Program, By Category and Type of Control

Type of Control	Category of College					
	Decided Not to Establish a Nursing Program or Consider It Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number	Percent	Number	Percent	Number	Percent
Independent, nondenominational, nonprofit	9	11	14	09	2	02
Independent, proprietary	0	0	30	20	0	0
Church	18	22	8	05	6	07
Public	54	67	98	66	70	91
Total	81	100	150	100	78	100

Full-time enrollment figures for the three categories of colleges appear in Table 12. Colleges with enrollments under 500 accounted for only 18 percent of the colleges currently conducting a nursing program. Sixty-eight percent of the institutions that were still considering establishing a nursing program and 66 percent of those that had decided not to establish a nursing program had full-time enrollments under 500.

Colleges with full-time enrollments of 1,000 or more accounted for 56 percent of the institutions conducting a nursing program. In contrast to this, colleges with enrollments of 1,000 or more accounted for only 12 percent of the institutions that had decided not to establish a nursing program and 14 percent of those still considering establishing the program.

Table 12. Full-Time Enrollment of Colleges, by Category

Full-Time Enrollment	Category of College					
	Decided Not to Establish a Nursing Program or Consider It Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number	Percent	Number	Percent	Number	Percent
12-249	33	41	60	40	1	01
250-499	20	25	42	28	13	17
500-749	14	17	23	15	13	17
750-999	4	05	4	03	7	09
1,000-1,999	4	05	12	08	19	24
2,000-3,999	2	02	2	01	21	27
4,000+	0	0	0	0	2	03
No figure available	4	05	7	05	2	02
Total	81	100	150	100	78	100

Table 13. Involvement of Colleges in Terminal, Including Occupational, Programs, by Category

Terminal, Including Occupational, Programs	Category of College					
	Decided Not to Establish a Nursing Program or Consider It Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number	Percent	Number	Percent	Number	Percent
Offered	60	74	115	77	72	93
Not offered	19	23	23	15	5	06
No information available	2	03	12	08	1	01
Total	81	100	150	100	78	100

Table 13 reveals that 93 percent of the institutions that were conducting a nursing program were already involved in terminal, including occupational, programs. Seventy-seven percent of those that were still considering establishing a nursing program and 74 percent of those that decided not to establish a nursing program or considered it unlikely also offered terminal, including occupational, programs.

SUMMARY

In spite of their interest in establishing a nursing program, 81 community junior colleges had decided not to proceed or considered it unlikely within a five-year period. A larger number, 150, were still considering establishing such a program. Seventy-eight community junior colleges had successfully established a program. A study of the characteristics of the institutions within these three categories of colleges enables one to predict the characteristics of community junior colleges that are most likely to successfully establish associate degree nursing programs in the future. Almost all of these colleges will be accredited by the appropriate regional accrediting agency. Most of the colleges will be publicly controlled and have a full-time enrollment of 500 or more students. The majority of these colleges will already be involved in terminal, including technical, programs.

The institutions most likely to decide not to proceed with a nursing program will have the following characteristics: About half of them will be regionally accredited. About 7 out of 10 will be publicly controlled. Six out of 10 of these colleges will have full-time student enrollments under 500. Approximately 3 out of 4 institutions will already be involved in terminal, including technical education.

The characteristic that appears to be crucial in determining the college's ability to successfully establish an associate degree nursing program is its full-time student enrollment. Unless the institution has a full-time enrollment of about 500 or more students, the findings in this study indicate that the institution is not likely to become involved in associate degree nursing education.

It was assumed that there were factors in addition to the full-time enrollment of the college that had influenced the colleges' decision to establish or not to establish an associate degree program in nursing. These factors were identified through questionnaire surveys of the institutions included in the three categories of colleges. The following two chapters report the findings of these surveys.

References

1. American Association of Junior Colleges. 1963 Junior College Directory. Washington, D.C., the Association, 1963.
2. Ibid.
3. Ibid.
4. Edmund J. Gleazer, Jr., ed. American Junior Colleges, 6th ed. Washington, D.C., American Council on Education, 1963.
5. American Association of Junior Colleges. 1963 Junior College Directory Washington, D.C., the Association, 1963, p. 33.

6. Ibid.
7. Ibid., pp. 27-30.
8. Ibid., p. 31.
9. Maxwell J. Richard. "An Analysis of the Technical Education Provided by the Accredited Junior Colleges." Junior College Journal 28:105-108, Oct. 1957.
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FACTORS DISCOURAGING COMMUNITY JUNIOR COLLEGES FROM ESTABLISHING ASSOCIATE DEGREE NURSING PROGRAMS

The characteristics of the colleges that had indicated an interest in establishing an associate degree program in nursing but decided not to proceed, those still considering establishing the program, and those that successfully established a program have been described in the preceding chapter. In this chapter, the factors that discouraged community junior colleges from establishing associate degree nursing programs are identified and discussed. Data were obtained through questionnaire surveys of the three categories of colleges.

THE QUESTIONNAIRES

The questionnaires were designed to elicit information from the colleges about the exploratory or founding period from the time the college first became interested in establishing a nursing program to the time the decision was made not to proceed or to the time the first class of students was admitted.

Before developing the questionnaire, literature on terminal and technical education in the community junior college was reviewed. Particular attention was given to discussions of the development of technical and semiprofessional education in the community junior college setting. The writer also attended a two-week workshop for junior college administrators that included exploration of the development of terminal, technical, and semiprofessional programs. The writer's background as curriculum consultant on the staff of NLN had permitted her to become familiar with the history of the development of associate degree nursing programs in at least 20 institutions. This personal experience was drawn upon in the development of the questionnaire.

The following areas were selected for study: (1) internal and external factors that influenced the establishment of the program, (2) activities carried on during the exploratory or founding periods, (3) reasons why the college considered establishing a nursing program, (4) to whom the college administrator turned for help, (5) the presence of an initiator in the situation, and (6) conditions that would need to be changed if the college wanted to establish a nursing program in the future.

A questionnaire was developed and then pretested by a former community junior college president who was enrolled as a graduate student at Teachers College, Columbia University. This person had had personal experience in exploring the feasibility of establishing an associate degree program in nursing in his former capacity of chief administrative officer. As a result of his recommendations, several revisions were made in the questionnaire. The final form of the questionnaire appears in Appendix C (questionnaire 3).

A covering letter was developed to be sent to college administrators with the questionnaire. The letter appears in Appendix C. The questionnaire was sent to the chief administrative officers of the 81 colleges that had decided not to establish a nursing program. Responses were received from 90 percent of the colleges (see Table 34, Appendix D).

When approximately half of the questionnaires had been returned by the colleges, they were reviewed to determine if there were any ambiguous or unclear questions. The returns indicated that the respondents did not have difficulty in answering the questions, so the same basic questionnaire was sent to the colleges that were still considering establishing a nursing program. (See questionnaire 4, Appendix E.) Questionnaires were mailed to the chief administrative officers of 150 colleges, and 84 percent of the colleges responded. The returns are tabulated in Table 35, Appendix F.

The questionnaire used for this third phase of the study was basically the same as the previous two questionnaires. When 50 percent of the colleges that were still considering establishing a nursing program had returned questionnaire 4, the responses to question number one were tabulated. It was found that the respondents had identified all but one factor as among the three most important factors discouraging them from establishing a nursing program. A tabulation of the responses to this same question in questionnaire 3 revealed that all but three factors had been selected. It was therefore decided to use this question without modification in the fifth questionnaire.

The responses to question number one from both categories of colleges revealed that a high percentage of respondents had selected the cost of the program as a discouraging factor. For this reason, a series of questions on financing the nursing program was included in the questionnaire sent to administrators of colleges with a nursing program. The only changes made in the remaining questions were slight modifications in wording to fit the difference in circumstance; that is, the college had successfully established a nursing program. Questionnaire 5 appears in Appendix G.

The questionnaire was mailed to the chief administrative officers of the 78 colleges conducting a nursing program. Responses were received from 85 percent (see Table 36, Appendix H).

The states in which these 78 community junior colleges were located are listed in Table 37, Appendix I. The state with the highest percentage of community junior colleges conducting nursing programs, 35 percent, was California. New York was second with 15 percent, and Florida third with 12 percent. In contrast with the situation in these 3 states, there were 10 states that had only 1 community junior college involved in this type of nursing education. In 30 states, there were no associate degree nursing programs sponsored by community junior colleges.

FACTORS THAT DISCOURAGED THE ESTABLISHING OF PROGRAMS

Six areas of influence were selected for study: (1) the college, (2) the clinical facilities, (3) the community, (4) expert sources, (5) the state board of nursing, and (6) the faculty. Factors that could be discouraging to the establishment of a nursing program were listed under each area. If a factor was applicable to a respondent's situation, he was asked to check that item. After selecting the factors that were discouraging in his situation, the respondent was asked to identify the three factors that he considered to be most discouraging. The responses to each of the six areas are reported and discussed below.

Intracollege Factors

Eight possible discouraging factors were included in this area. Table 14 summarizes the factors that respondents said discouraged the establishment of nursing programs in their particular situations. The estimated cost of the program was the factor most frequently selected by respondents in all three categories of colleges. The second most frequently selected factor for all three categories was the overtaxed physical facilities of the college.

The third factor was not identical for all three categories. Respondents from colleges that had decided not to establish a nursing program and those that were still considering a program selected as the third discouraging factor the list of priorities covering future plans. The third factor for colleges that had a nursing program was the lack of guidance, direction, and supervision in the existing administrative organization considered necessary for the success of a new program. The fourth most frequently mentioned factor for all categories of colleges was the lack of accreditation by the appropriate regional association.

The findings indicated that there was substantial agreement between respondents from all three categories of colleges concerning factors within the college that they had found to be discouraging.

The factors that respondents identified as among the three most discouraging are reported in Table 15. The estimated cost of the program was selected by over 50 percent of the respondents in all three categories of colleges. The second most frequently selected item for all categories was the overtaxed physical facilities of the college. The list of priorities covering future plans was the third most frequently mentioned factor for colleges that were still considering establishing a nursing program, while the lack of regional accreditation was mentioned third by colleges that had decided not to move ahead. The third factor most frequently selected by respondents from colleges that had established a nursing program was the lack of an administrative organization that could provide the guidance, the direction, and the supervision necessary for the success of a new program.

There was substantial agreement among the respondents concerning the three factors they considered most discouraging. The estimated cost of the program placed first, and the overtaxed physical facilities of the college placed second. However, the administrators in one category had been successful in establishing nursing programs. Because they had apparently found ways and means of handling discouragements, they were asked to explain how they had handled the three most critical factors in their particular situations. Financing the nursing program was explored first.

FINANCING THE NURSING PROGRAM

Eighty-seven percent of the respondents answering the questionnaire from colleges conducting a nursing program told how they had handled costs.

The private colleges had financed their nursing programs in a variety of ways. The president of a church-controlled college indicated that although cost was still a problem, assistance was given by two hospitals in the form of scholarships, loan funds for students, and financial aid for the expansion of facilities.

The nursing program was fitted into the trimester schedule in one private institution. The president of another private college said that after exploring the cost factor, the school came to the conclusion that because nurse students would be in education courses with other students, the cost per student for these classes would be the same as for all.

Table 14. Factors Within Colleges That Discouraged the Establishing of Associate Degree Nursing Programs, by Category of College

Intracollege Factors	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=66)	Number of Mentions	Percent of Respondents (N=93)	Number of Mentions	Percent of Respondents (N=58)
Estimated cost of the program indicated it would be among the most costly offerings of the college	36	54	59	63	47	81
College board of trustees did not approve the establishing of a nursing program	5	08	3	03	2	03
College faculty felt nursing was an inappropriate curriculum offering	4	06	4	04	3	05
Physical and biological sciences were not included in the college course offerings	3	05	3	03	3	05
Physical facilities were already taxed to capacity	23	35	48	52	19	32
Existing administrative organization did not provide the guidance, direction, and supervision necessary for the success of a new program	8	12	10	11	12	21
List of priorities covering future plans did not provide for establishing a new program at that particular time	15	23	28	30	4	07
College is not accredited by the appropriate regional association	14	21	25	27	6	10

Table 15. Frequency with Which Respondents in Three Categories of Colleges Selected Intracollege Factors as Among the Three Factors Most Discouraging to the Establishment of a Nursing Program

Intracollege Factors	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=48)	Number of Mentions	Percent of Respondents (N=64)	Number of Mentions	Percent of Respondents (N=51)
Estimated cost of the program indicated it would be among the most costly offerings of the college	28	58	38	59	36	71
College board of trustees did not approve establishing a nursing program	1	02	1	01	0	0
College faculty felt nursing was an inappropriate curriculum offering	2	04	2	03	1	02
Physical and biological sciences were not included in the college course offerings	2	04	1	01	2	04
Physical facilities were already taxed to capacity	14	29	30	47	13	25
Existing administrative organization did not provide the guidance, direction, and supervision necessary for the success of a new program	3	06	3	35	7	14
List of priorities covering future plans did not provide for establishing a new program at that particular time	5	10	13	20	3	06
College is not accredited by the appropriate regional association	6	12	7	11	6	12

Because of small groups in the clinical situations, it was predetermined that the cost for this portion of the training would likely be about twice that of the college average, though not too much higher than such courses as welding and other shop courses. The board of the college seemed to realize that cost for various types of courses is different. The college is constantly seeking ways to be more efficient but has had no trouble budget-wise for nursing.

In one situation, the president attributed the inauguration of a nursing program to increased support for the entire college. In another college, tuition was raised from $400 to $500 yearly. Still another college was assisted by two hospitals with laboratory facilities, some equipment used in their former diploma program, and with some money for the first year. The president said that the hospitals were willing to help financially for several more years, but the school has not needed such assistance.

Many public colleges simply had to add a budget item to their over-all college budget. In one situation, an increase in taxes was obtained to support the nursing program. Another college gave attention to the size of classes, providing adequate-sized lecture groups to offset smaller clinical groups. The nursing program was found to be very little if any more expensive than many other programs. In this college, financial aid had been obtained from a hospital for the first two years, until the enrollment was established. One president said his school had used its surplus funds to finance the nursing program.

In one situation, the controlling board had been so thoroughly forewarned about the cost of the program that when it decided to inaugurate the program,it did so with the full realization of the costs and has since then been undismayed by them. In fact, the board had recently passed a resolution to enlarge the program as rapidly as possible without lowering admission standards or diluting quality of faculty.

A college that offered many occupational technical programs found cost no problem and mentioned that all these programs were expensive. Several respondents said the need for the program was so great that finances were of minimum concern. In other instances, it was possible to start the nursing program only when a financial grant became available.

One college worked out a formula when control of a school of nursing passed from the city hospital to the city junior college. The cost of taking over the hospital-controlled program was prorated over four years. During the first and second years, the college assumed 50 percent of the total cost; during the third and fourth years, 66 percent, and in the fifth year, the total cost was paid by the college.

One administrator rejected the use of cost accounting methods for the various curriculums the college offered, since in his opinion, need, not cost, should shape the curriculum. In the opinion of one president, the nursing program is worth the effort even though it is costly. His advice to fellow administrators was to go and find the money, for the program is worth it. In his opinion, the public institution should be able to convince its supporters that the nursing program is worth doing.

One president used the following strategy. He learned the cost of the program from a friend who was conducting a successful program. He talked this over with local influential businessmen who gave him their unqualified support, believing this a worthy way to spend the taxpayers' money. The president then presented the information to the college governing board, saying that the local townspeople supported the program. The governing board promptly gave their approval and earmarked the necessary funds.

In another situation, a survey of nursing needs in the community was very helpful in selling the nursing program to the community, the board of education, and the administration. The support of hospital directors and staffs and the medical profession was of extreme help in selling the high cost of nursing programs to the taxpayer of the local school district. Selling and information are the key words, in the opinion of the administrator, in preparing all concerned regarding this program.

The administrators were asked if they had received any type of financial subsidy for the early years of the nursing program. The data in Table 16 indicate that 58 percent of the colleges had received a subsidy.

Table 16. Percentage of Colleges That Received a Financial Subsidy For the Early Years of the Nursing Program

Financial Subsidy	Colleges	
	Number	Percent
Yes	36	58
No	24	39
No response	2	03
Total	62	100

Twenty-four, or 67 percent, of the subsidies had come from the W.K. Kellogg Foundation (see Table 17). Five, or 14 percent, were received from local hospitals. The state legislature subsidized two, or 5 percent, of the colleges.

Table 17. Sources of Financial Subsidy Received by Colleges For the Early Years of the Nursing Program

Sources of Funds	Colleges	
	Number	Percent
W.K. Kellogg Foundation	24	67
Local hospitals	5	14
State legislature	2	05
Other	5	14
Total	36	100

The colleges received their subsidies for varying lengths of time, as shown in Table 18. The largest percentage of colleges, 19, or 53 percent, had their nursing program subsidized for one year. Forty-four, or 71 percent, of the respondents said their nursing programs were no longer subsidized. Seven of the 10 respondents who indicated that their college continued to receive a subsidy for the nursing program represented colleges that had very recently inaugurated the program. Their answers indicated that the original subsidy had not yet expired. The three remaining nursing programs continued to be subsidized by: (1) funds from a foundation plus two hospitals, (2) two hospitals, and (3) funds from the state legislature, which continued to pay the salaries for the nurse faculty.

Table 18. Length of Time Colleges Received Financial Subsidy for the Nursing Program

Length of Time	Colleges	
	Number	Percent
6 years	1	03
5 years	2	05
4 years	1	03
2 years	4	11
18 months	1	03
1 year	19	53
6 months	3	08
1 semester	1	03
From beginning of program	3	08
No answer	1	03
Total	36	100

Table 19. Percentage of Colleges That Continue to Receive Financial Subsidy for the Nursing Program

Continued Financial Subsidy	Colleges	
	Number	Percent
No	44	71
Yes	10	16
No response	8	13
Total	62	100

The administrators were asked if the nursing program was supported in the same way as all other programs in the college. Table 20 reveals 51, or 82 percent, of the respondents answered this question affirmatively. If the nursing program was not financed in the same way as other college programs, the respondents were asked to explain how the financing was different. Five of the seven respondents who said it was different mentioned the subsidy the nursing program had received. One of the two remaining respondents said the nursing program was now qualified under the state vocational education programs. This meant the college received 50 percent more support for the nursing program than for straight academic programs. In the other college, salaries were paid by a state agency rather than from college budgeted funds.

The administrators were asked how the cost of operating the nursing program compared with other programs in the college. The summary of their replies appears in Table 21.

Forty-five, or 72 percent, said it was more expensive. Three administrators commented as follows:

. . . more expensive than many, but about the same as other typical 2-year programs.

This is more expensive than the average program, but no more expensive than some of the other career programs such as Electrical Technology and Data Processing.

It is more expensive in the operating area of professional salaries.

Table 20. Percentage of Colleges Supporting the Nursing Program In the Same Way as All Other Programs

Same Support	Colleges	
	Number	Percent
Yes	51	82
No	7	11
Neither checked	4	07
Total	62	100

Table 21. Comparison of the Operating Costs of the Nursing Program With Those of Other Programs

Operating Costs	Colleges	
	Number	Percent
More expensive	45	72
About the same	11	18
Less expensive	0	0
No response	6	10
Total	62	100

Eleven, or 18 percent, said it was about the same as other programs in the college. One administrator commented that it was about the same as those in practical nursing and dental hygiene. Another said it was about the same as the programs in science and dental hygiene and that for medical assistants.

No respondent said the program was less expensive compared with other programs in the college. But one administrator commented that nursing was less expensive than data processing. Six respondents, or 10 percent, did not check any of the three items. Several explained this by saying the program was still in the first years of operation.

The respondents were asked to indicate whether their answer on the cost of operating the nursing program was based on a systematic study of cost or an estimate of cost.

Table 22 shows that 22, or 36 percent, of the respondents based their answer on a systematic study of cost. One administrator said that his school had made a systematic study of costs and when this was adjusted for its present enrollment, the cost per student was found to be in line with that of other occupational programs. Another said, "One doesn't have to be systematic to know this. Student-teacher ratio is the index."

Thirty-three, or 53 percent, of the respondents said their answer concerning costs was based on an estimate of cost.

Table 22. Method Used to Determine Cost of Operating The Nursing Program

Cost Method	Colleges	
	Number	Percent
Estimate of cost	33	53
Systematic study of cost	22	36
No response	7	11
Total	62	100

Summary

The administrators of both public and private community junior colleges had used a variety of ways in handling the cost of the nursing program. More than half of the colleges received a financial subsidy for the early years of the program, most frequently from the W.K. Kellogg Foundation. The most usual duration of a subsidy was one year. Only 3 of the 62 colleges that answered this part of the questionnaire said they continued to receive a financial subsidy for the nursing program.

Eighty-two percent of the respondents supported their nursing program in the same way as all other programs in the college. The cost of operating the nursing program in comparison with that of other programs in the college was said to be higher by 70 percent of the respondents. This answer was based on an estimate of cost by about half of the respondents and by a systematic study of cost by about 40 percent of the respondents.

These findings lead to the conclusion that both private and public colleges can find ways and means of financing a nursing program, although many colleges seem to need financial assistance for the early years of the program. These early years include the founding period when, for part of the time, a nurse administrator is hired prior to the admission of the first class of students. Once the founding period is over, most colleges appear to be able to finance the nursing program in the same way they finance all other college programs.

HANDLING OTHER INTRACOLLEGE FACTORS

It will be recalled that overcrowded college facilities were the second most frequently mentioned discouraging factor selected by respondents from all three categories of colleges. Administrators of colleges with a nursing program had handled this factor in a variety of ways. Two of the colleges rented space near the campus. In one situation, this space consisted of home nursing classrooms in a nearby Red Cross building. The president of a private college said that the local hospitals had helped the school with temporary dormitory, laboratory, and classroom space. In another college, they planned the curriculum so that AD students could use the practical nursing classroom when it was not in use. They also managed to squeeze extra AD nursing students into some general classes. An addition was made to the existing campus facilities in three colleges. One administrator said his college gave top priority to space needs and included this in immediate new construction. The college's obligation to the community was influential in one situation where it was felt by the board that the college's obligation to the community required its expansion in those areas most suited to the needs of the community. The college's expansion program therefore took account of an additional course offering.

In another college, a classroom was reserved in a new science building for a temporary nursing classroom. Permanent space for the program was planned for 1965. Another college shifted classrooms to make a laboratory and classrooms. The county school board in one situation advanced funds to provide temporary-type physical facilities and in one college, additional facilities were provided in the form of an extension to the science laboratory.

One college did not build additional physical facilities for the early years of the program but by careful scheduling and better utilization of space, the individual class was accommodated.

It was apparent that administrators had used imaginative means to deal with space problems so that the nursing program could be inaugurated.

Colleges that were still considering a nursing program selected the list of college priorities as the third factor among the three most discouraging. Few administrators of colleges with programs found this discouraging. One who did said they delayed starting their program for one year.

Five administrators of colleges with a nursing program explained what they did about the fact that their college lacked regional accreditation. In one situation, the college apparently was working toward accreditation; in any case, it became accredited since the inauguration of the nursing program. Another respondent said that his college was still in the process of securing initial accreditation from the regional association. Meanwhile, it had received sufficient feedback from outside consultants in the areas of faculty, curriculum, and library to enable it to feel justified in proceeding on the basis of perceived strengths in these areas.

Two other respondents had contacted their regional association when they began thinking about the program, and after some checking, were encouraged by the regional association to proceed with the program. The respondents indicated that accreditation had been applied for and a self-study was now under way. In one college, it was agreed to proceed with plans in spite of the fact that the college was not accredited by the regional accrediting agency. This decision was based on the fact that the college was chartered as a public junior college by the state and was authorized by the board of collegiate authority of the state department of education to award the degrees of associate of arts and associate in science. It was also an established fact that the college had achieved status and recognition by its successful record of transfer to some 90 four-year colleges, universities, and technical institutions across the nation. In 1963, the college was accepted into membership and accredited as a junior college by the regional accrediting association.

It is evident from the comments of these five administrators that they held accreditation by the appropriate regional association as a goal for the college. When the nursing program was established, the college was either in the process of self-study or in the process of securing initial accreditation.

Lack of provision for adequate guidance, direction, and supervision within the existing administrative organization was third in frequency of mention by administrators of colleges with a nursing program. Six respondents reacted to this critical factor. In one college,it was necessary to expand the responsibility of the vocational technical coordinator to include the associate degree nursing program. It was anticipated that the director of the nursing program would be an assistant to this office and work under this supervision. In another college, an administrative assistant was assigned the job of studying available materials and other programs. A nurse administrator was employed for a full academic year previous to the opening of the program. One respondent said that as much up-to-date literature as possible was read concerning associate degree programs. Conferences were held with hospital personnel, representatives from the state board of nursing,and NLN for the purpose of receiving guidance in determining the administrative setup necessary to operate the program. The college realized that a director of the nursing program should be employed early in the setting up of the program. In another college, a new department of nursing was created that actually took the place of two other departments that were being dropped. Qualified personnel was hard to secure, but the college obtained a director six months before starting the program and had qualified personnel in time for its commencement.

The respondent from one college implied that there had been opposition to establishing the program but that immediate administrative opposition was overcome by higher administrative support. The obstacle was finally overcome by shifting responsibility.

Another administrator mentioned that a Kellogg grant had enabled the college to employ a director and an instructor for a year of planning before the first class entered.

Four of these six administrators apparently looked upon the employment of a nurse administrator for the program well in advance of the admission of students as a way of coping with their existing administrative organization. They apparently assumed that the nurse administrator would be able to inaugurate the program successfully in spite of inadequate guidance, direction, and supervision. This is putting a great burden on the nurse administrator of a program that is: (1) a newcomer to the college, (2) unfamiliar to the community, and (3) frequently unsupported by the practicing members of the occupation.

The lack of physical and biological sciences in the colleges was infrequently identified as a discouraging factor for all categories of respondents. But two administrative officers of colleges with a nursing program selected this item as one of the three most discouraging factors.

One respondent commented that the additional physical and biological sciences were considered merely another expansion of the program.

The second respondent said the college was in its third year of operation when nursing students were admitted for the first time. The college had not planned to include courses in anatomy and physiology and bacteriology in the course offerings of the science department at that date in the development of the college. Consequently, the laboratory facilities needed to offer these courses were not included in initial building plans. When the nursing program was established, it was necessary to spend approximately $15,000 for equipment and supplies in order to offer the courses. Part of the funds came from NDEA and part came from a Kellogg grant given to the college for the establishment of the nursing program.

THE CLINICAL FACILITIES

Six possible discouraging factors were listed under the general area of clinical facilities. Table 23 summarizes the responses to the items selected by respondents as discouraging.

The factor selected most frequently by respondents from all three categories of colleges was the inadequacy in size and variety of the local hospital and the community health agencies. The second factor most frequently selected by respondents from colleges that had a nursing program and by those that were considering a program was the presence of a school of nursing in the local hospital, which meant the hospital facilities were needed for students in that program. This factor was selected third in frequency by colleges that had decided not to establish a nursing program. The factor selected second in frequency by respondents from this same category was the unsuitability of the local hospital for the teaching of nursing.

Inadequacy of the local hospital and the community health agencies was selected most frequently as one of the three most discouraging factors by respondents from colleges that decided not to establish a nursing program and by those that were still considering the program. (See Table 24.) Less than 10 percent of administrators of colleges that had established a nursing program selected this factor. The remaining factors were selected by not more than 8 percent of the respondents in any one category.

The four administrators who indicated that local hospitals and community health agencies were among the three most discouraging factors had found ways of handling this situation. When the director of the nursing program was employed, she was able to organize and develop the community agencies into an adequate teaching program. These agencies were augmented by an institution in a city 275 miles away, where students and faculty had an 8-week summer session. Another college found a lack of psychiatric facilities. Arrangements were made to go to a hospital 40 miles away in view of the fact that the county in which the college is located will soon have its own facilities. In the two remaining situations, the cooperating hospitals were eventually enlarged or additional hospitals were built.

Two respondents said there were no hospitals within commuting distance of the college. Both colleges had to purchase buses to transport students to and from hospitals located between 26 and 64 miles from the college campus.

In two situations, the local hospitals were conducting a school of nursing and needed the hospital facilities for their own students. One college held meetings with the chairman of the hospital board and the administrator of the hospital to discuss the need for nurses, to allay fear in relation to competition,and assure the hospital of the soundness of the AD program.

The other administrator said that when the program was proposed, his college was worried and concerned as to whether the two large general hospitals would be able to accommodate its program and their own nursing programs. The problem was solved by careful scheduling and by working through the college advisory committee. The administrator indicated that as of this date, both hospitals have their own programs, and the college nursing program is continuing to grow, as are all our sharing facilities.

These ways of dealing with discouraging factors relating to clinical facilities illustrate the imaginative solutions employed by administrators who were apparently determined to inaugurate a nursing program.

Table 23. Factors Pertaining to Clinical Facilities That Discouraged Establishing Associate Degree Nursing Programs

Clinical Facilities	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=66)	Number of Mentions	Percent of Respondents (N=93)	Number of Mentions	Percent of Respondents (N=58)
There are no hospitals within commuting distance of the college	5	08	6	06	3	05
The local hospital and community health agencies were inadequate in size or variety	22	33	24	26	8	14
A survey of the local hospital indicated it was unsuitable for use in the teaching of nursing	10	15	8	09	1	01
The controlling board of the local hospital was not willing to have the college use the hospital for the teaching of nursing	4	06	1	01	0	0
The nursing department in the local hospital did not support the hospital's cooperating with the college for the proposed program	4	06	3	03	4	07
The local hospital was conducting a school of nursing and needed the hospital facilities for its own students	9	13	13	14	5	10

Table 24. Frequency with Which Respondents in Three Categories of Colleges Selected Factors Pertaining to Clinical Facilities as One of Their Three Most Discouraging Factors

Clinical Facilities	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=48)	Number of Mentions	Percent of Respondents (N=64)	Number of Mentions	Percent of Respondents (N=51)
There are no hospitals within commuting distance of the college	2	04	5	08	2	04
The local hospital and community health agencies were inadequate in size or variety	14	29	15	23	4	08
A survey of the local hospital indicated it was unsuitable for use in the teaching of nursing	2	04	5	08	0	0
The controlling board of the local hospital was not willing to have the college use the hospital for the teaching of nursing	3	06	0	0	0	0
The nursing department in the local hospital did not support the hospital's cooperating with the college for the proposed program	2	04	1	01	1	02
The local hospital was conducting a school of nursing and needed the hospital facilities for its own students	3	06	5	08	4	08

COMMUNITY SURVEY FINDINGS

The community factors selected for study appear in Table 25. Respondents from the two categories of colleges that did not have nursing programs most frequently selected a lack of potential students as a discouraging factor. The factor most frequently selected by respondents from colleges that had established a nursing program was lack of support from organized nurse groups for the establishment of a nursing program by the college.

The second factor most frequently mentioned by colleges that decided not to establish a nursing program was the negative reactions to the appropriateness of having a nursing education program in their college. This was mentioned by six percent or less of the respondents in the other two categories.

Lack of potential students was among the three most discouraging factors selected by respondents from the two categories of colleges that did not have a nursing program. Lack of support from organized nurse groups in the community was most frequently selected by respondents from colleges with a nursing program. Table 26 indicates that administrators of colleges with a nursing program had selected all but one of the community factors as among the three most discouraging, but they had overcome them.

Two administrators said they had too few potential students. This problem was solved in one situation where the rapid growth of the community served to build pressure for more services, including nursing, and supplied an increased potential of students. The other respondent said the only really critical factor for them during the founding period was whether or not there would be a sufficient enrollment in the program. To find the answer,the college conducted a community survey to obtain data on the number of county residents currently enrolled at schools and colleges of nursing in four counties; evidence of high school counselors' experience among college-bound county high school students relative to interests in nursing; data relative to the number of high school graduates who entered programs preparing registered nurses; data relative to the number of current seniors in county high schools who plan to enter registered nurse training programs after their graduation.

The information was then analyzed for the purpose of recommending appropriate action. The survey revealed approximately 100 students a year could be anticipated; therefore, the college felt justified in proceeding with the inauguration of the program.

All of the six respondents who said organized nurse groups in the community did not support the establishment of a nursing program by the college explained what they did about this situation. In one college, administrators, trustees, interested doctors, and the director of nursing spoke frequently before all sorts of groups.

Private duty nurses were antagonistic in one situation. Meetings were held with this group to give them a complete explanation of the program.

The administrator of one college sent a group to a college conducting a nursing program to see for themselves. Another president explained that in his school, the problem of support was more covert than overt. While many nurses and nursing groups gave apparent approval to the establishment of the nursing program, he said, support from these groups has never been firmly established. Because the program respresented a decided change in educational patterns, it was difficult for the nurses in this community to accept it. The leadership in nursing service in the community, in his

Table 25. Findings of Community Surveys That Discouraged the Establishing of Associate Degree Nursing Programs

Community Factors	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=66)	Number of Mentions	Percent of Respondents (N=93)	Number of Mentions	Percent of Respondents (N=58)
Potential students were too few to warrant the college's establishing a nursing program	17	25	16	17	4	07
There were too few positions for registered nurses in the community to justify the college's establishing a nursing program	2	03	1	01	0	0
Organized nurse groups in the community did not support the establishment of a nursing program by the college	6	09	5	05	11	19
Local medical staffs and/or medical societies did not support the establishment of a nursing program by the college	2	03	4	04	2	03
Local high school guidance counselors did not feel students would be interested in a nursing program	2	03	2	02	3	05
There were negative reactions to the appropriateness of having a nursing education program in this college	10	15	6	06	2	03

Table 26. Frequency with Which Respondents in Three Categories of Colleges Selected Findings of Community Surveys as One of the Three Factors Most Discouraging to Them

Community Factors	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=48)	Number of Mentions	Percent of Respondents (N=64)	Number of Mentions	Percent of Respondents (N=51)
Potential students were too few to warrant the college's establishing a nursing program	11	23	8	13	2	04
There were too few positions for registered nurses in the community to justify the college's establishing a nursing program	1	02	0	0	0	0
Organized nurse groups in the community did not support the establishment of a nursing program by the college	2	04	3	05	6	12
Local medical staffs and/or medical societies did not support the establishment of a nursing program by the college	0	0	1	01	1	02
Local high school guidance counselors did not feel students would be interested in a nursing program	0	0	0	0	1	02
There were negative reactions to the appropriateness of having a nursing education program in this college	4	08	1	01	2	04

opinion, was not of such a caliber that the organized nursing groups were helped to understand and accept the program. While this lack of support has not interfered significantly with the implementation of the program in the clinical units of the hospital, he felt it has been a factor in recruitment. The president mentioned the means employed to overcome the problem. These included participation in nursing groups, speaking before nursing groups, and involvement of the nursing groups in various aspects of the program. Time alone, the president believed, would make this factor of less importance than it was at the time the program was being established.

The administrator of one college believed that the cause of lack of support from organized nurse groups was apprehensiveness of loss of status, expressed as skepticism of the feasibility of getting everything taught in two years. He said this was overcome by having a large advisory committee in which the skeptics were represented but were outnumbered. The college also gave publicity to the success of earlier programs elsewhere. In another situation, it was found that the high quality of graduates from the program was gradually overcoming the lack of support from the organized nurse groups. Lack of support from the local medical staff in one community called for an intensive educational program by one college. Representatives of the college met with the medical council for a program, spoke on a one-to-one basis with the doctors, held inservice programs for the nursing staff, and finally weakened the resistance. The students also proved themselves.

When it was learned in one college that the high school guidance directors did not feel students would be interested in a nursing program, exploratory group meetings were held with the guidance directors.

It is apparent from their explanations that administrators who were successful in establishing a nursing program did not passively accept the negative pressures in their communities. They used positive pressure to counteract the negative pressures. Some of them went into the community to explain the program, others invited selected groups to the college for the purpose of interpretation, and others skilfully used advisory committees.

INFORMATION FROM INFORMED SOURCES

The three sources listed in this area that were considered knowledgeable about associate degree nursing programs were NLN, the AAJC, and administrators from colleges with a nursing program.

Forty percent of the respondents from colleges that had decided not to establish a nursing program had been influenced by talks with administrators from colleges that had established a program. (See Table 27.) Administrators of colleges that were still considering the establishment of a program had been discouraged most frequently by information they had obtained during meetings on nursing at the AAJC annual conventions. Only two respondents from colleges that had established a program indicated that information from these three sources had discouraged them.

When the respondents were asked to select the three most discouraging factors in their situation, 25 percent of the respondents from colleges that had decided not to establish a program selected talks with administrators of colleges that were conducting a program (see Table 28). Eight percent or less of the respondents from colleges that were still considering the establishment of a nursing program selected any one of the

Table 27. Information from Informed Sources That Discouraged the Establishment of Associate Degree Nursing Programs

Information from Informed Sources	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=66)	Number of Mentions	Percent of Respondents (N=93)	Number of Mentions	Percent of Respondents (N=58)
Contacted the National League for Nursing; the information contained in the reply to the college's letter of inquiry made it evident that the college lacked the resources necessary to establish a nursing program	7	11	9	10	1	01
Information obtained during a meeting on nursing at the American Association of Junior Colleges' annual convention made it evident that the college lacked the resources necessary to establish a nursing program	6	09	13	14	0	0
After talking with administrators of colleges with nursing programs, this college decided that it should not become involved in a nursing program	26	39	10	11	1	01

Table 28. Frequency with Which Respondents in Three Categories of Colleges Selected Information From Outside Sources as One of the Three Factors Most Discouraging to Them

Information from Informed Sources	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=48)	Number of Mentions	Percent of Respondents (N=64)	Number of Mentions	Percent of Respondents (N=51)
Contacted the National League for Nursing; the information contained in the reply to the college's letter of inquiry made it evident that the college lacked the resources necessary to establish a nursing program	4	08	4	06	0	0
Information obtained during a meeting on nursing at the American Association of Junior Colleges' annual convention made it evident that the college lacked the resources necessary to establish a nursing program	0	0	5	08	0	0
After talking with administrators of colleges with nursing programs, this college decided that it should not become involved in a nursing program	12	25	4	06	1	01

three factors and only one respondent from a college that had a nursing program mentioned any of these factors.

It is apparent from these findings that administrators of colleges conducting nursing programs have had a negative influence on other administrators interested in establishing such a program. This should be disturbing to nurse educators who want to see nursing take its place in the community junior college. It is important that nurse educators find out the cause of this negative influence. Does this finding mean administrators with nursing programs are dissatisfied with them? If so, what is the cause of their dissatisfaction? Further research needs to be done in this area.

STATE BOARD OF NURSING APPROVAL

The graduates of the associate degree nursing program must be licensed by the state before they can begin the practice of nursing. For this reason, the program that prepares these graduates must be approved by the state board of nursing in the majority of states.

Two factors pertaining to approval of the program by the state board of nursing could discourage a college interested in establishing a nursing program. These are lack of encouragement from the state board and regulations that prevent the development of a nursing curriculum within the community junior college framework.

Lack of encouragement from the state board was mentioned as a discouraging factor by 20 percent of the colleges that had decided not to establish a program and by 15 percent of the colleges still considering a program. In contrast to this, only 5 percent of respondents from colleges that had established a nursing program mentioned this factor as discouraging. Twice as many respondents in this category said state board regulations had prevented the development of a nursing curriculum within the framework of the college. Table 29 summarizes the responses.

When the respondents selected the three factors most discouraging to them, 20 percent of those from colleges that decided not to establish a nursing program said the state board of nursing did not encourage them. Thirteen percent of respondents from colleges still considering the program said they were not encouraged by the state board. Only 5 percent of the respondents from colleges that had a nursing program selected this factor. However, 7 percent of the colleges having a program mentioned the difficulty of meeting regulations and fitting the program into the college framework. (See Table 30.)

Administrators who had established nursing programs had not permitted lack of approval by the state board of nursing to inhibit them. Three administrators who said they had not been encouraged to establish a nursing program described how they handled the situation. One of the presidents said his college proceeded by patient groundwork and careful presentation of the case to the state approving authority. "We made haste slowly to assure understanding all along the route as far as possible," he said.

Another school communicated its intentions to the state board very early by letter and personal visit. The state board held special meetings to discuss this type of program, and the college was finally authorized by letter to go ahead.

The third respondent said, "The state board not only did not encourage the college to establish a nursing program, they discouraged the establishment of the program. We had to count hours and divide into days of clinical practice, etc. We established the program regardless of the constant barriers."

Table 29. Factors Pertaining to Approval of Program That Discouraged the Establishment of Associate Degree Nursing Programs

State Board of Nursing Approval	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=66)	Number of Mentions	Percent of Respondents (N=93)	Number of Mentions	Percent of Respondents (N=58)
The state board of nursing did not encourage the college to establish a nursing program	13	20	14	15	3	05
The state board of nursing regulations prevented the development of a nursing curriculum within the framework of the community junior college	2	03	7	07	6	10

Table 30. Frequency with Which Respondents in Three Categories of Colleges Selected Factors Pertaining to Approval of the Program as One of the Three Factors Most Discouraging to Them

State Board of Nursing Approval	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=48)	Number of Mentions	Percent of Respondents (N=64)	Number of Mentions	Percent of Respondents (N=51)
The state board of nursing did not encourage the college to establish a nursing program	10	20	8	13	3	05
The state board of nursing regulations prevented the development of a nursing curriculum within the framework of the community junior college	1	02	2	03	4	07

The four administrators who established a nursing program even though the state board regulations prevented the development of the curriculum within the framework of the college described how they proceeded. One president said, "We set up the program according to 'dictates' of the state board so that it could be accredited." The second president did much the same thing: "We developed the program within the requirements of the state board. We were granted some allowances." One college faced the problem of having the state board of nursing interpret the Nurse Practice Act to include a certain number of days. Also, the board insisted that the college abide by all of the existing state board requirements for a hospital school of nursing. Through the assistance of knowledgeable consultants, the board began to interpret the law more liberally.

Although the state board in another situation did not encourage the college to investigate and to plan, it changed its regulations by the time the college was ready to institute the course.

One administrator used this opportunity to voice his concern that the state board took so little heed of the professional ethics and competence of individual colleges. He said it was the college's desire to provide high-quality instruction in nursing within reasonable costs. He felt the continued regulation of programs by formula with no consideration for the local situation was a constant hindrance to the program. "It is no wonder that colleges who do not now offer the program are reluctant to initiate it," he added.

In four of these situations, it was evident that the college had relinquished some of its authority and responsibility for curriculum development in order to comply with state board regulations. It is safe to assume that state board regulations were incompatible with curriculum development in the community junior college setting, since most state board regulations antedate associate degree programs in nursing. Conforming to curriculum regulations that are not compatible with the setting results in a distortion of the program. For this reason, it is extremely important that regulations of the state board of nursing be flexible enough to permit the development of nursing curriculums in a variety of educational settings, including the community junior college.

SCARCITY OF FACULTY

Only one factor was listed in this area, and that pertained to the finding of a qualified nurse administrator. Other nurse faculty members were not included, since this study was confined to the exploratory or founding period of the program.

Almost 40 percent of the respondents from colleges that had a nursing program had been discouraged because they could not find a qualified nurse administrator. Approximately 13 percent of the respondents from colleges that had decided not to establish a program and from colleges that were still considering a program selected this as a discouraging factor.

Finding a qualified nurse administrator was one of the three most discouraging factors selected by approximately a third of the respondents from colleges that had a nursing program. In contrast to this, approximately one-tenth of the respondents in the other two categories of colleges selected this factor as one of the three most discouraging. This variation probably existed because the two categories of colleges that had not established a nursing program had not gotten sufficiently far in their planning to try to hire a nurse administrator for their proposed program. If they had arrived at that stage in planning, many more would undoubtedly have selected this factor as one of the three most discouraging. Qualified nurse administrators for this type of nursing program are scarce.

Fifteen of the college administrators who finally succeeded in hiring a qualified nurse administrator explained how they did. Their explanations can be summarized by the word "searched." After conducting a nationwide search and screening dozens of candidates, one college hired a director but had to let her go and start over again. The director they finally hired was referred to them by a dean of a university nursing program. One president said simply, "We continued to search until we found a qualified person." Another president "contacted all major universities with nurse training MA programs and our own state nurses' placement organization." In another situation, the college "checked with the state board of nurses and advertised in the nursing magazines." The president of a church-controlled college said that it had contacted several nurse organizations but particularly its own church hospital administrators and directors of nursing. It finally ended up by employing the director of nursing at one of its church-controlled hospitals. She was hired in June for the September opening, but she should have had six months more time.

The president of another church-related college said that he advertised in nursing periodicals, contacted graduate programs, and denominational headquarters, and remained open for suggestions and "leads" from doctors, hospital personnel, et cetera. One respondent said that it took two years to locate a director.

In the opinion of one president, one of the serious problems in starting a two-year program in nursing is finding a qualified nurse administrator. Graduate centers need to place continued emphasis on graduate training in order to produce needed personnel for the two-year nursing program. Many are doing this, and others should be encouraged to move into this specialized area.

SUMMARY

The findings of the questionnaire surveys disclosed that college administrators with an interest in establishing an associate degree program in nursing had been discouraged by a variety of factors. Those who had decided not to proceed and those who considered the establishment of such a program unlikely within the next five years had most frequently been discouraged by (1) the estimated cost of the programs, (2) talks with administrators of colleges with a nursing program, and (3) the overtaxed physical facilities of the college. Administrators of colleges that were still considering establishing a nursing program were most frequently discouraged by (1) the estimated cost of the program, (2) overtaxed physical facilities, and (3) their list of priorities for future plans.

Administrators of colleges that had been successful in establishing a program indicated that the following factors had been of most frequent concern to them during the founding period: (1) the estimated cost of the program, (2) the difficulty in finding a qualified nurse administrator, and (3) overtaxed college facilities. Two factors that had been selected by respondents from all three categories of colleges were the estimated cost of the program and the already overtaxed college facilities.

The writer assumed that certain of the factors listed in the six areas of influence had been more crucial in discouraging the establishment of a program than had others. These factors were identified by having the respondents indicate the three factors they had found most discouraging in their particular situations. The same three factors were mentioned in the same order of frequency by respondents from colleges that had decided not to establish a nursing program and by respondents from colleges that were still considering the program. These factors were (1) the estimated cost of the program, (2) the overtaxed college facilities, and (3) the inadequacy in size and variety of the local hospital and community health agencies. Respondents from colleges that had been successful in establishing a nursing program selected (1) the estimated cost of the program, (2) the difficulty in finding a qualified nurse administrator, and (3) overtaxed college facilities.

The estimated cost of the program and the already overtaxed college facilities emerged as the most crucial factors for institutions in all three categories. In spite of common discouraging factors, administrators in the one category of colleges had successfully established a program. Had their success been due to the way in which they had handled these crucial factors, or were there other factors that had contributed to the successful establishment of a nursing program in some colleges and not in others?

The next chapter will explore some of the factors that influenced colleges to establish associate degree programs in nursing.

FACTORS INFLUENCING COMMUNITY JUNIOR COLLEGES TO ESTABLISH NURSING PROGRAMS

A college becomes interested in adding a particular program to its curricular offerings for a variety of reasons. This chapter identifies the reasons why community junior colleges considered establishing nursing programs and identifies the activities administrators engaged in during the exploratory or founding period of the program.

The need of the community for nurses was the most frequently mentioned reason for colleges to consider the establishment of a nursing program. (See tables in Appendix J.) This is not an unexpected finding, since the philosophy of the community junior college is to respond to community needs. As Fields has said:

> The two-year junior college . . . is a local institution and often finds itself intimately involved in community affairs. Such an institution finds it natural to devote attention to local needs and demands.[1]

The second most frequently mentioned reason given by respondents from colleges that had established a nursing program was the interest and/or suggestion of hospitals. Hospital interest was mentioned by 33 percent of these respondents in contrast to 15 percent of the respondents from the other two categories of colleges. Since the college must have the cooperation of the hospitals in the community in order to offer a nursing program, the interest of the local hospitals serves as a strong positive influence in the college's consideration of a nursing program.

The interest of potential students was given as a reason for considering the program by approximately 17 percent of the respondents from colleges that decided not to establish a program and from those still considering the program. This was far down on the list of reasons mentioned by respondents from colleges that had a program.

A wide variety of other reasons or circumstances were mentioned. Conspicuously few respondents mentioned the interest or the urging of members of the nursing profession or organized nurse groups. In fact, only 9 of the 181 respondents mentioned nurses This finding should seriously concern nurse educators and others who are interested in having nursing become part of the curricular offerings of community junior colleges. Why have not nurses and organized nurse groups supported the establishment of associate degree programs in nursing in community junior colleges? The reasons for their lack of support need to be identified.

The findings led to the conclusion that the reasons or circumstances for considering a nursing program were substantially the same for all three categories of colleges.

THOSE WHO ASSISTED THE COLLEGE

The administrators were asked to identify the persons, organizations, or groups from whom they had received valuable assistance while they were exploring the feasibility of establishing a nursing program. Tables summarizing their replies appear in Appendix K.

The source of assistance most frequently mentioned by colleges that had established a program and by those still considering a program was hospitals and hospital-connected individuals, groups, or associations. Sixty percent of the respondents from colleges that had a nursing program named such a source. It was mentioned by 50 percent of the respondents that were still considering the program. Hospitals were the second most frequently mentioned source of assistance for colleges that decided not to proceed. It is not known what kind of assistance the college administrators sought from the hospitals, but it is interesting to find educational institutions turning to service institutions for assistance in exploring the feasibility of establishing an educational program.

State boards of nursing were named as a valuable source of assistance by 50 percent of the respondents that had a nursing program. Approximately 25 percent of the respondents in the other two categories of colleges mentioned this source. The associate degree nursing program prepares its graduates for licensure in the practice of nursing; therefore, the educational program from which these graduates come must be approved by the board of nursing of the state in which the program is located. Without the support of this board, it would be very difficult for the college to successfully inaugurate a nursing program. It is significant that the colleges that were successful acknowledged the assistance of the state board of nursing more frequently than did the other two categories of colleges.

NLN was mentioned as a source of assistance by 40 percent of the respondents that had established a nursing program, 30 percent of respondents still considering a program, and 20 percent of those that had decided not to establish a program. These findings indicate that colleges that were successful in inaugurating a program had made more frequent use of the services of NLN than did colleges in either of the other two categories.

Personnel in colleges with a nursing program was mentioned as the most frequent source of assistance by respondents that decided not to establish a nursing program (approximately 40 percent). Less than 20 percent of respondents in the other two categories acknowledged such assistance. It will be recalled that a quarter of the colleges that had decided not to proceed with the program indicated that they had made this decision after talking with administrators of colleges with nursing programs. Apparently this assistance, even though it resulted in a negative decision in relation to the inauguration of a nursing program, was valued by the colleges receiving it.

The assistance of organized nurse groups was mentioned most frequently by respondents that had a nursing program (25 percent) and least frequently by colleges that decided not to establish a program (5 percent). The fact that organized nursing was mentioned so infrequently as a source of assistance again emphasizes the lack of support nurses have given to the development of nursing education in the community junior college setting.

The AAJC made a poor showing as a source of assistance for colleges interested in considering the feasibility of establishing a nursing program. No more than 9 percent of the respondents in any one category mentioned the Association as a source of assistance. If the AAJC is interested in assisting its member institutions to develop new curriculums, it should consider how and why it has failed these institutions with respect to developing the program in nursing.

The varieties of persons, organizations, and groups that assisted the colleges in each category are numerous. Apparently, college administrators had not hesitated to use diverse sources of assistance. There is a difference, however, in the numbers of sources used by respondents in each college category. A quarter or more of the respondents that had established a nursing program used seven different sources. Only two sources had been used by a quarter or more of the respondents still considering the program, and three sources had been used by a quarter or more of the respondents that decided not to proceed. It appears that the administrators who used a variety of sources of assistance were more successful in establishing a nursing program than were the administrators who limited their sources of assistance.

THE INITIATORS OF THE IDEA

Was the idea that the college establish a nursing program initiated by anyone? If so, who was this initiator? Over 50 percent of the respondents in all categories said there was an initiator in their particular situation. (See Table 44, Appendix L.)

It is interesting to note that a higher percentage of respondents with a nursing program indicated that there was an initiator in their situation than did respondents in the other two categories. Possibly the initiator had been more clearly identified in the institutions that were successful in establishing the program.

The tables in Appendix M indicate that college administration was most frequently mentioned as the initiator by respondents in all categories. The second most frequently mentioned initiators were hospitals and/or hospital-connected individuals or groups. The variety of other initiators named by the respondents appears to reflect the community's interest in its college. One looks in vain in these tables for nurses or nurse groups. Only two nurse groups were mentioned by two respondents. Clearly, nurses and organized nursing have not assumed the role of initiator. Why is this so?

College administration emerged as the most frequent initiator of the idea that the college establish a nursing program in all three categories of colleges. Apparently this factor had not been a decisive influence in determining whether or not the college had been successful in establishing the program.

ACTIVITIES UNDERTAKEN DURING THE EXPLORATORY PERIOD

For the purpose of finding out what activities had been undertaken when colleges explored the feasibility of establishing a nursing program, the respondents were asked to read a list of 10 steps and to check those that had been taken in their situation. Their responses are summarized in Table 31. The 10 steps had been taken most frequently by respondents that had established a nursing program. Each step was mentioned by no less than 75 percent of these respondents and two steps were mentioned by 100 percent. These two steps were officially notifying the state board of the college's interest in establishing a nursing program and projecting budget and staffing needs for the proposed program.

Only two steps had been taken by more than 50 percent of the respondents that decided not to establish a program. These were a survey of hospitals in the community to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing and the use of consultants to assist the college administration to determine the feasibility of establishing a nursing program. Less than half of these respondents had notified the state board of nursing of their interest in nursing.

Table 31. Frequency with Which Steps Were Taken by Administrators in Three Categories of Colleges While Exploring the Feasibility of Establishing a Nursing Program

Steps Taken	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=46)	Number of Mentions	Percent of Respondents (N=73)	Number of Mentions	Percent of Respondents (N=60)
A community survey was done to determine the need for and interest in having the colleges establish a program in nursing	16	35	31	42	50	83
The college board of trustees was apprised of the results of the survey	13	28	25	34	48	80
The state board of nursing was officially notified of the college's interest in establishing a nursing program	17	36	26	36	60	100
Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing	36	78	52	71	55	91
A lay advisory or exploratory committee was appointed to advise the college administration on the feasibility of establishing a nursing program	12	26	13	18	45	75

Table 31.--Continued

Steps Taken	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Have a Nursing Program	
	Number of Mentions	Percent of Respondents (N=46)	Number of Mentions	Percent of Respondents (N=73)	Number of Mentions	Percent of Respondents (N=60)
Consultants were used to assist college administration to determine the feasibility of establishing a nursing program	24	52	31	42	51	85
College administration projected budget and staffing needs of the proposed program	20	43	32	44	60	100
College faculty were apprised of the proposed program	19	41	39	53	57	95
A tentative curriculum in nursing was developed	11	24	19	26	51	85
College administration took steps to hire a nurse administrator for the proposed program	5	11	6	08	56	93

The percentages of steps taken by respondents that were still considering a program were about the same as those taken by respondents that had decided not to proceed. The two steps that had been taken by more than 50 percent of these respondents were surveying hospitals in the community and apprising college faculty of the proposed program. Less than half of these respondents had notified the state board of nursing of their interest in establishing a nursing program.

These data revealed that the administrators who had been successful in establishing a nursing program had taken the greatest number of steps during the exploratory period.

In order to determine if there was any order in which the steps had been taken, the respondents were asked to indicate the sequence they had followed. The three tables summarizing their replies are found in Appendix N. Inspection of the tables indicates there was no agreement among the three categories of colleges or among respondents within the categories. For example, three respondents that had decided not to proceed notified the state board of nursing of their interest in establishing a program as their first step, three respondents indicated that this was their fifth step, and one respondent indicated it as the tenth step. This pattern was also true for colleges that were successful in inaugurating a nursing program. The activity that was undertaken as a first step by the highest percentage of respondents in any one category was a community survey to determine the need for and interest in having the college establish a program in nursing. Sixty percent of the respondents that had been successful in inaugurating a program took this step first.

The sequence in which activities had been undertaken during the exploratory period appeared to have no effect on whether or not the college was successful in establishing a nursing program.

Administrators of colleges that had decided not to establish a nursing program were asked to indicate at which point in the ten steps they had made their negative decision. Table 32 summarizes their replies.

Thirty percent of the respondents selected the point at which a budget had been projected. The second most frequently selected point was when hospitals in the community had been surveyed to determine their adequacy and willingness to cooperate with the college. The estimated cost of the program was frequently mentioned as a discouraging factor, as was the inadequacy in size and variety of the local hospitals.

Administrators who had decided against establishing a nursing program were asked if there was a possibility that they might establish a program in the future. Fifty percent of those who answered this question responded affirmatively. They were asked what changes would have to occur before they could make a positive decision. Their replies appear in Table 33. The most frequently mentioned change was the need for more adequate college facilities. The second most frequently mentioned change was the need for more adequate clinical facilities, closely followed by the need for financial support for the program. All of these changes related to the factors mentioned as discouraging by respondents that had decided not to proceed.

ADMINISTRATORS OFFER ADVICE

The writer believed that administrators had information and/or advice that they might want to share with other administrators who might in the future wish to establish a nursing program. Many of the administrators responded to this opportunity to share their thinking.

Table 32. Point at Which College Administration Decided Not to Establish a Nursing Program

Point of Decision	Number	Percent
A community survey was done to determine the need for and interest in having the college establish a program in nursing	1	03
The college board of trustees was apprised of the results of the survey	0	0
The state board of nursing was officially notified of the college's interest in establishing a nursing program	3	10
Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing	6	19
A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program	1	03
Consultants were used to assist college administration to determine the feasibility of establishing a nursing program	3	10
College administration projected budget and staffing needs of the proposed program	9	29
College faculty were apprised of the proposed program	1	03
A tentative curriculum in nursing was developed	0	0
College administration took steps to hire a nurse administrator for the proposed program	1	03
Other	6	20
Total	31	100

Table 33. Changes Necessary Before Colleges Can Decide to Establish Nursing Programs

Necessary Changes	Number of Mentions	Percent of Respondents* (N=33)
More adequate college facilities	18	55
More adequate clinical facilities	9	27
Financial support for program	8	24
More realistic approach of board of nursing	1	03
Demonstrated need	1	03
Profit to college's public	1	03

*Some respondents named more than one necessary change.

Comments by administrators who had decided against establishing a program included the following: "Don't neglect the state nursing association--their blessing is a must." "Check the requirements and the attitude of associations related to such a program. Does the college control the program and requirements?"

There were comments concerning the hospital that would be providing the clinical facilities for the program. They included: "Get the consent of the hospital first." "An institution should survey hospital facilities early in the planning stage rather than late as we did." "Check the patient census at the hospital first."

Several administrators offered advice and suggestions for the early exploratory period. One said, "Give the idea plenty of study in advance." Another suggested finding out if the climate was conducive to the development of the program by holding informal talks in the community. Another said, "Do not spend too much time or effort until the state agencies governing this type of work have been consulted and encouragement has been received from them." "Set up an advisory committee of interested people," another counseled," so that a thorough study can be made."

Some administrators used this section of the questionnaire to summarize problems they had encountered. One commented:"Facilities, finances, possible student crop, and I believe, general attitude of those in traditional nursing programs have kept us from making an investigation of possibilities." In the opinion of another administrator, " an associate degree program in nursing can materialize only in more densely populated areas with adequate hospital facilities."

The administrator of a college situated in a city of 2,500 said there was not enough experience available for students to learn nursing care of sick children and obstetrical nursing. Students would have to obtain those experiences in a hospital out of commuting distance of the college. Since two other junior colleges nearby were offering nursing programs, it was recommended by the consultant of the department of education that the college not offer a similar program.

One administrator listed three problems the school had encountered when exploring the feasibility of establishing a nursing program: (1) Summer school would have been necessary,and the college was not prepared to keep a dormitory and dining room open for the summer months. (2) Transportation would have been a problem. (3) In order to make the program economically feasible, nursing students in subjects such as English and psychology would have had to be combined with the executive-secretarial students. Scheduling these subjects to meet the time needs of nursing and secretarial students proved to be another problem.

Two administrators were looking for assistance with their exploring and planning. One of them said that the program seemed to offer possibilities for public service and for the private enrichment of individual students, especially women. The administrator indicated an interest in knowing the results of this study and any other findings that would direct schools wisely in their future decisions. The other administrator commented that not enough had been done in this area to share experience.

Administrators who were still considering a program were numerous. "Do a careful job of educating the community as to the character of the program," was the suggestion of one administrator. Another administrator was of the opinion that an intensive educational program or public relations effort was necessary to acquaint all facets of the community with the advantages and disadvantages of a college-controlled program in nursing. Still another counseled, "Explore the problem of state control before you jump in."

In regard to the activities to be undertaken during the exploratory period, one administrator said, "We suggest the use of the steps listed in part III of this questionnaire." Another said that in the early stages of planning, when questions regarding curriculum, faculty, cost, student recruitment, selection of clinical facilities, and state approval are under consideration, it would be advisable for administrators to consult their state educational department. Many states have special offices set up to provide consultation to colleges interested in establishing an associate degree nursing program.

Several administrators affirmed their belief in this type of nursing education. "I am thoroughly sold on the idea and principle," said one. Another said, "We believe in the two-year curriculum. It is a question of money, more or less, at this point." Another administrator is not going to give up. "I think we will eventually be able to get the program started."

Some administrators spoke of the difficulty in inaugurating a new program. As one expressed it, it is a "tough job to get an expensive and new program started." Another counseled "patience and constant activity." A third said, "The need is great. The budget must be projected for long-range planning in this area." It is the belief of one respondent that the "impetus would have to come from the state department of community colleges." One administrator complained, "It's a very difficult if not an impossible job, especially if you can't get some help from those who should be interested in helping." One respondent offered this advice: "Not as difficult or costly to start as many administrators may be led to believe; but it is enough different from other curriculums and of such importance in localities where such programs are new to justify and require exceeding care that the program be started right."

More information about this type of nursing program was requested by several respondents. One said, "Would like to know more about college-hospital relations and contracts." Another suggested, "General information about the success of associate in nursing (A/N) programs should be frequent items in the Junior College Journal." This same administrator said, "Junior college deans and presidents should receive information about A/N programs from NLN and other organizations interested in promoting this program."

The need for financial support for the program is suggested by one respondent from a church-controlled college: "From the administrator's viewpoint, this type of education is very expensive, mainly because of the low number of students per teacher. This, of course, makes for an excellent educational opportunity, but it is expensive. This type of program in my opinion should have financial support from the area it would serve."

The cost of the program has delayed its inauguration in another college. "I expect we will begin an R.N. program sometime in the future," said the administrator. "The high cost per student has been a factor in causing us to wait until community 'demand' is greater."

Administrators of colleges that had a program offered positive advice. "Do a community survey and get the support of the community behind you," advised one. Another recommended the early establishment of a good advisory committee in order to publicize the program and to obtain community support. This same administrator said, "The availability of suitable hospital facilities should be assured before planning for a program in nursing."

The advice of another administrator was to be sure to consult the state board of nursing from the beginning. Another said: "Work very closely with all health agencies before making public statements--enlist their aid. Seek expert advice. Keep faculty and staff informed."

Another recommended that step A through H should be carefully followed and that the president and the board should make certain that launching the program is economically feasible.

One administrator emphasized the importance of the planning year: "We had one year of planning the program before students were actually received, and we feel that this was important to the success of the program. The chairman of the nursing department had an opportunity to become acquainted with hospitals and hospital staffs prior to the beginning of the program."

The previous experiences of a president and a vice-president in one situation made them defensive about the program: "Both our president and I were overly cautious at first and approached our first advisory committee meeting in a defensive mood. This was because of our early work for the 2-year program in California and Michigan. Now it is well regarded--even by the diploma people in our area."

One president advised: "Don't give up easily. The nursing program has fitted into the college program beautifully--and even contributed to higher standards and self-evaluation in other departments. There is great need, and many are interested in enrolling. /We are/ most pleased and happy with the program."

Another president cautioned about scarcity of personnel. "Be certain personnel for the program are available before becoming too deeply involved."

The composition of the advisory committee is of interest to one administrator. He recommends, "Get a good lay committee which includes all health agencies, doctors, organized nursing groups, and high school counselors." In the opinion of one administrator: "If you have proper hospital resources in your community and they are willing to cooperate with you in organizing a 2-year program, then there should be no other obstacle that cannot be overcome. The programs are needed both for student opportunity and for answering community needs."

SUMMARY

Community junior colleges were most frequently influenced to consider establishing nursing programs because of the need for nurses in their communities. This need was further emphasized by the interest of hospitals and individuals or groups connected with hospitals. Colleges that established a nursing program were more aware of the interest of hospitals than were colleges in the other two categories.

Colleges that successfully established a program received assistance most frequently from hospitals and hospital-connected individuals, groups, or associations. Colleges that decided not to establish a program received help most frequently from personnel in community junior colleges that had a nursing program. Half of the colleges that had a nursing program mentioned the assistance of the state board of nursing, while only 25 percent of the respondents in the other two categories mentioned assistance from the state board.

The data revealed that administrators of colleges that were successful in establishing a nursing program were not only more knowledgeable with respect to the appropriate sources from which to seek assistance but also used a greater variety of sources of assistance than did administrators in the other two categories of colleges.

All three categories of colleges named college administration as the most frequent source of the idea that the college establish a nursing program. The highest percentage of planning activities had been undertaken by administrators in colleges that successfully established a program. There was no clear pattern in the sequence in which these planning activities had been undertaken.

Colleges that had decided not to establish a nursing program had not completely given up the idea. Some of them were still interested in establishing a program, but they indicated that they would need more adequate college facilities, more adequate clinical facilities, and financial support for the program before they could proceed.

The writer had assumed that community junior college administrators were interested in the associate degree program in nursing. This was confirmed by the high percentage of colleges that participated in this study. The data revealed that college administrators had spearheaded the movement to include nursing among the curricular offerings of their colleges. The influence of nurses and nursing organization had been negligible.

Reference

1. Ralph R. Fields. The Junior College Movement. New York, McGraw, 1962, p. 7.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Reporting the results of questionnaire surveys is much easier than developing conclusions and making recommendations. But this is the task undertaken in this chapter. From the information so generously shared by those who participated in this study, past experience has been drawn upon to point the way for the future development of associate degree programs in nursing.

One can conclude from this study that community junior college administrators are informed about and interested in associate degree nursing education. The percentage of returns from the five questionnaire surveys ranged from 80 to 100 percent. No respondent indicated unfamiliarity with this type of nursing education, although the responses from a few administrators indicated confusion concerning the characteristics of the program.

Knowledge of and interest in establishing a nursing program is not enough to assure its successful inauguration, however. Administrators of 81 community junior colleges that had expressed an interest in establishing a nursing program indicated that they had decided not to proceed or considered it unlikely they would do so within the next five years. A larger number of administrators, 150, indicated that they were interested in establishing a nursing program but were undecided on a course of action.

This study was designed to find out what factors had deterred the establishment of associate degree nursing programs in these two categories of colleges and what factors had led to its successful establishment in other colleges.

This study makes it possible to predict which community junior colleges are most likely to establish associate degree nursing programs. The majority of colleges will be accredited by the appropriate regional accrediting association. Almost all of them will be publicly controlled, with an enrollment of over 500 full-time students. The colleges will already be involved in terminal, including occupational, programs. The most crucial characteristic appears to be the full-time enrollment figure. On the basis of the findings in this study, it can be predicted that eight out of ten colleges with an enrollment under 500 full-time students will not be interested in establishing associate degree nursing programs.

Conclusion I

Full-time student enrollment is the characteristic that most influences the college's interest in establishing an associate degree nursing program.

The conditions that accompany small enrollments, such as limited number and variety of course offerings and limited number of faculty, are not conducive to the development of a quality curriculum in nursing. Another factor that should be considered by any college that is considering the inauguration of a nursing program is the desirable size of the program. The program should be large enough to make it economically feasible and also to make a contribution to the nursing needs of the community. If the students in the nursing program and the nurse faculty outnumber students and faculty in the rest of the college, the resulting situation could lead to difficult administrative problems.

Recommendation I

Community junior colleges with full-time enrollments under 500 and with limited increases forecast for the future should not consider establishing associate degree nursing programs.

DISCOURAGING FACTORS CAN BE SUCCESSFULLY HANDLED

There are many negative factors that can discourage colleges from establishing nursing programs, but they can be dealt with successfully.

The cost of the nursing program was selected as the most discouraging factor by respondents in all three categories of colleges. The associate degree nursing program is a technical or semiprofessional program. Mushkin points out that "operating and capital requirements of technical curricula are 50 percent to 100 percent higher than of liberal arts ones."[1]

The findings in our study support this statement. About 75 percent of the respondents conducting a nursing program said that the cost of operating the nursing program was more expensive than other programs in the college. About half the respondents who answered this question based their replies on an estimate of costs, while a third based their replies on a systematic study of costs.

The Research and Studies Service of NLN conducted a five-year study on cost of nursing education that was published in 1965.

In the baccalaureate and associate degree nursing programs that participated in the study, it was found that instruction in nursing was much more costly than instruction in general education.

> Although the amount of difference between the two costs varied from comparison to comparison, depending on the unit of cost used, the cost of a nursing education unit was usually twice the cost of the comparable general education unit.
>
> . . . It was equally evident that the difference between nurse faculty salaries per student and other faculty salaries per student accounted for much of the difference in cost between the two content areas. In both baccalaureate and associate degree programs, students took approximately the same number of credits in nursing as they took in general education. There was no evidence that nurse faculty received higher salaries than did other faculty members. Nonetheless, the dollars spent on faculty salaries per student for instruction in nursing were much more than the dollars spent on faculty salaries per student for instruction in general education.[2]

Costs are very real to administrators who are trying to find ways and means to expand college offerings as well as to accommodate rapidly increasing enrollments. When costs are an important consideration in a situation, there is always the possibility that a less costly program will be inaugurated rather than a more costly one. This happened in several situations. One administrator said, "When considering the cost of nursing, other programs had priority." Another said, "Over-all planning put other occupational programs ahead of nursing because of demand, less cost, etc."

However, the estimated cost of the program had not deterred the administrators of colleges that successfully established a nursing program, although three-fourths of them said that cost was a critical factor during the founding period of their programs.

These administrators used a variety of methods to finance their programs. The private institutions could not obtain the needed funds through increased tax support. They used other methods, such as fitting the curriculum into the college trimester pattern, providing for the program within the regular college budget, soliciting financial aid from interested individuals and groups, increasing tuition fees, and accepting financial help from hospitals for the first year of operation. The public institutions had a base of support through tax funds. Several of them financed the program by securing an increase in taxes. The responses from some administrators indicated that they were sophisticated in obtaining financial support for new programs.

In spite of their concern with the estimated cost of the nursing program, the data revealed that 82 percent of the colleges that had established a nursing program supported it in the same way as all other programs in the college. However, over half of these colleges had received a financial subsidy for the early years of the program. Approximately half of those who had received a subsidy indicated that this financial help covered a one-year period.

Respondents were not asked to state why a financial subsidy was necessary for the early years of the program. The answer is inherent in the generally accepted practice of hiring a nurse administrator and several nurse faculty members for a preplanning period prior to the admission of students. This practice dates back to the experience of those involved in the Cooperative Research Project in Junior-Community College Education for Nursing. In the report of this project Montag says:

> It was deemed desirable to have the nursing department chairman appointed at least a year prior to the beginning of courses, but the shortage of available personnel did not make this uniformly possible.[3]

The practice of hiring a nurse administrator prior to the admission of students was mentioned by several respondents. One of them searched two years for a nurse administrator. When they finally hired her, she began her planning year. Another college administrator said that he had hired the nurse administrator in June for September opening. He added, "She should have had six months more time."

The importance of a preplanning year was reinforced when the Kellogg Foundation gave grants to four states to aid in the development of this type of nursing education. One of the aspects of the program selected for financial support was a preplanning year prior to the admission of students to the nursing program.[4] It is not usual practice for a community junior college to hire faculty to plan rather than to teach. To develop a nursing curriculum, however, the nurse administrator and nurse faculty must have the opportunity to become oriented to two situations--the college and the cooperating hospitals. A new curriculum must also be developed. Both of these tasks are time-consuming, hence the need for a preplanning period.

The Kellogg Foundation has had an impact on the development of the associate degree nursing program. Sixty-seven percent of the colleges that identified the source of their financial subsidy named the Kellogg Foundation. This type of financial subsidy cannot be expected to continue. Colleges will have to find other ways and means of financing a preplanning period. The evidence in this study indicates that this can be done. About 40 percent of the colleges that inaugurated a nursing program did so without a financial subsidy for the early years.

The findings in the present study support the basic assumption of the Cooperative Research Project in Junior-Community College Education for Nursing. Community junior colleges can support a nursing program in the same way that they support all other programs.

Conclusion II

An associate degree program in nursing is more expensive to operate than many other programs in the college, but colleges can support this program in the same way that they support all other programs in the college.

The colleges interested in establishing nursing programs should be aware that this program is more costly than many they are presently offering. Harris has pointed out to junior college administrators the need for many changes in a great many junior colleges if these colleges are to achieve significant success in the field of technical education. In the list of changes, he included one relating to cost.

> Junior colleges must move aggressively for much more effective financial support--local and state. It is true that technical education programs cost more money than do academic, transfer programs. Capital outlays for laboratories and equipment are sizeable--$50,000 for an electronics laboratory, $85,000 for an engineering test laboratory, for example. Operating costs per student may run as high as $1,000.00 per academic year. . . . In the matter of costs, it all depends on what our sense of value is. That which we value highly enough is cheap at any price. If we really value education we will somehow find the means to pay for it.[5]

Does the nursing program have to be one of the most costly offerings of the college? This question must be studied by nurse educators who are interested in having more community junior colleges become involved in nursing education. For instance, are some of the educational practices in use, such as the low ratio of students per instructor, a carry-over from our past history? Does the nurse administrator of the program insist on a high degree of organizational structure within the nursing department that results in her giving more time to administration than do most other department heads in the college? Community junior college administrators should challenge nurse educators to reexamine their educational philosophy and practices so that the cost of the program can become comparable with other technical, semiprofessional programs.

The period that is difficult to finance is the preplanning period. There are no students, hence no income from tuition, yet it is necessary to employ a nurse administrator at least six months prior to the inauguration of the program and, ideally, several nurse faculty members.

Recommendation II

College administrators who want to establish associate degree nursing programs must educate their controlling boards to the need for a preplanning period for the nurse administrator prior to the admission of students.

This should not be difficult to accomplish. College administrators who have experienced a preplanning period for their nursing programs are impressed with the results. They declare their intention to continue this procedure for all new occupational programs.

In some regions of the country, it may require a careful examination of the financial support of the community junior college. If increasing numbers of these colleges want to become involved in technical and/or semiprofessional education, they will need additional finances for these more costly offerings. Brick warned the AAJC that new patterns of financial support will have to be found. He said, "It is extremely unlikely that local property tax revenues can be looked to for a larger percentage of support."[6]

Difficulty in providing the necessary physical facilities in a college already taxed to capacity was one of the three most discouraging factors selected by respondents in all three categories of colleges. This problem was partially caused by the rapid increase in enrollment being experienced by the community junior colleges--20 percent in 1963-1964.[7] The problem will become more acute in the next decade.

> As we look ahead to the next 10 years, the population of college age is expected to increase by 1.9 percent a year, or a rate of increase almost twice that of the 1950's. Enrollments are expected to rise at even a faster rate, and again it is anticipated by most observers that a major share of the growth will take place in public institutions, with the concomitant problems of financing falling primarily on state governments. In the decade ahead, just as in the decade recently ended, some of the states will experience increases in college-age population and in enrollments two to three times those in other states. Projections of the population 18 to 24 years of age made by the National Education Association suggest increases between 1960 and 1970 varying from a low of 6.5 percent in West Virginia to perhaps as high as 133.3 in Arizona.[8]

Many community junior colleges have had to put up with makeshift facilities, which has also contributed to overcrowding. One administrator commented, "We are in temporary facilities. When we settle on our permanent campus in 1967 /we/ expect to start a nursing program."

Providing facilities for a nursing program involves more than designating one room for the use of the students in the program. The college interested in establishing a nursing program must consider two controlling factors in space planning--the number of students to be admitted initially and the anticipated expansion in enrollment.[9]

To plan for needed classrooms and laboratories, it is necessary to project the curriculum and the schedule of classes to be taught at each anticipated increase in admissions.[10] Administrative space must also be provided. This includes offices for the director of the program, faculty, and secretarial services. Space will also be needed for files, storage, and supplies.[11] The space needs of the nursing program indicate that they could be a serious problem for a college whose physical facilities are already taxed to capacity. Yet the need for a greatly increased number of nurses is even more serious. If the 445-percent increase in graduates from associate degree nursing programs is going to be achieved by 1970, as recommended by the Surgeon General's Consultant Group on Nursing, additional associate degree nursing programs must be established.[12]

It has already been pointed out that imaginative administrators of colleges with space problems did not wait to build new facilities before they established a nursing program. They rented space near the campus and used laboratory and classroom space in local hospitals as well as the practical nursing classroom when it was not being used by practical nursing students. Other administrators were more cautious and were waiting to build before they moved ahead with a nursing program.

The Surgeon General's Consultant Group on Nursing was aware of "the lack of published reports on planning and construction of nursing educational facilities and the costs of constructing them . . ."[13] For this reason, they recommended that "steps . . . be taken by the Public Health Service and the nursing profession to prepare prototypes of school facilities most conducive to efficient and effective teaching of nursing."[14] A joint committee of NLN and the Public Health Service undertook this task, and the results were published in 1964.[15]

This report should be a helpful guide to administrators who are contemplating expanding facilities in order to add nursing to their college offerings. But it will not be the answer for those colleges who cannot afford to build new facilities or expand existing facilities. This was recognized by the Consultant Group. "Some of the existing schools, however, will need assistance in order to construct adequate and expanded educational facilities."[16] With this in mind, the group recommended that "federal funds should be provided to help meet the construction needs for educational facilities for schools of nursing."[17] Construction funds were made available under the Nurse Training Act of 1964.

Recommendation III

Community junior colleges should be alerted to the federal funds available for the construction of academic facilities for nursing under the Nurse Training Act of 1964 by means of a joint memorandum from the AAJC-NLN interorganization committee.

The inadequacy in size and variety of the local hospital and community health agencies ranked third as the most discouraging factor selected by colleges that had decided not to establish a nursing program and by colleges that were still considering establishing the program.

The community junior college cannot control the adequacy of the facilities it must have in order to conduct an associate degree nursing program. The college can only select from what is available in the community. If the hospitals within commuting distance of the college do not offer the number and variety of patients necessary to meet the needs of nursing students, the college cannot consider establishing a nursing program. Most colleges use more than one hospital to provide the variety of experiences required to achieve the objectives of the program. In a study of 44 programs,over half utilized the facilities of three or four hospitals.[18]

Very few of the colleges that conducted nursing programs selected this factor as one of the most discouraging. One solution to solving the problem of inadequate size and variety of clinical facilities is time. As the population of communities grow, increased facilities for health care must be provided. Two administrators indicated that this had been the case in their situations. In one situation, additional hospitals had been built, and others had expanded their facilities. In the other situation, the local hospital had built an addition. Undoubtedly, other community junior colleges presently faced with this deterring factor will find that it will cease to be a deterrent within the next five to ten years.

The other solution to this problem of inadequate clinical facilities is to use the existing facilities imaginatively and carefully. There is no agreement among nurse educators concerning the size and the variety of the hospital census necessary to supply learning experiences sufficient for a class of a given size. If the experiences available in the local hospitals and community health agencies are carefully assessed by nurse educators familiar with the philosophy and the purposes of the associate degree nursing program rather than by those whose experience has been limited to the traditional educational program in nursing, the existing facilities may be found satisfactory.

Finding a qualified nurse administrator for the program ranked second on the list of crucial factors selected by administrators of colleges that had a nursing program. This factor was selected infrequently by respondents in the other two categories of colleges because most of them had not reached this stage in their planning. If they had tried to hire a nurse administrator, they would undoubtedly have selected this factor as one of the most discouraging.

In July, 1961, NLN conducted a postcard questionnaire survey of graduate programs in nursing to find out which ones prepared teachers for diploma and associate degree nursing programs. A total of 37 out of a possible 44 institutions responded. Three of these said they did not differentiate among programs, although they prepared teachers for each. Twenty-five of the remaining institutions said they prepared teachers for associate degree nursing programs. Thirty-six of the institutions provided information on the number of nurse teachers completing the masters degree program during the academic year 1960-1961. The number graduated from each program ranged from 2 to 93, with a reported total of 517. Twenty of the institutions that reported masters programs in teaching had ten or fewer graduates during the academic year. No graduates were reported from 17 of the 25 institutions that said they maintained programs preparing teachers specifically for teaching in associate degree nursing programs. The remaining eight produced ten graduates who were identified as finding employment in this type of program.[19] These statistics shed some light on the reasons college administrators experienced difficulty in finding qualified nurse administrators.

A more recent study revealed that universities preparing nurse teachers did not believe it necessary to prepare teachers specifically for the community junior college nursing program. In 1963, Rudick conducted a study in order to make proposals for the preparation of teachers of nursing in the community junior college.[20] Her findings were based on interviews with 23 faculty members preparing teachers of nursing in 11 masters programs. She found "the majority of the respondents did not consider specific preparation for teaching nursing in the community junior college necessary: they do not now offer it, nor do they plan to.[21] College administrators are faced with a double problem: scarcity of graduates from masters programs to prepare teachers and lack of specific preparation for teaching in community junior colleges.

One of the results of this situation was apparent in the returns to a postcard questionnaire sent to all schools of nursing by NLN in January, 1962. Fifty-three associate degree programs in nursing reported that 22 budgeted positions for nurse faculty were vacant. The same programs indicated the preparation of their full-time nurse faculty members as follows: (1) diploma in nursing, 1.4 percent, (2) associate degree, 4.2 percent, (3) baccalaureate degree, 27.1 percent, (4) masters degree, 64.3 percent, and (5) doctors degree, 3.0 percent.[22] Although 94 percent of the budgeted nurse faculty positions had been filled, about one-third had been filled by persons holding less than a masters degree.

The W.K. Kellogg Foundation Report of 1961 discussed the problem of faculty recruitment.

> Perhaps the greatest single problem engaging the attention of state and local professional personnel, has been that of the recruitment of faculty. The nature of the associate degree program permits more initiative and creativity on the part of the faculty than is sometimes possible in the traditional program. It has not been an

> easy task to find persons fulfilling such requirements, and from quality and quantity standpoints, the recruitment of carefully selected faculty, a primary requisite to the success of the program, continues to be difficult.[23]

The need for qualified nurse faculty is desperate. One can only conclude it will become even worse as more community junior colleges attempt to establish nursing programs. Thirty-nine have already announced target dates (see Table 4).

Conclusion III

There is an urgent need to prepare qualified nurse administrators and nurse faculty so that additional associate degree programs in nursing can be established by interested colleges.

Recommendation IV

Community junior colleges should not inaugurate associate degree programs in nursing unless or until they can secure a sufficient number of qualified nurse faculty to staff the program.

This does not imply that colleges should not proceed to do all the necessary preplanning. They should take steps to explore the feasibility of establishing a nursing program. By using criteria presented later in this chapter, college administrators should be able to decide whether or not it is feasible to establish a nursing program. If all the criteria other than the need for qualified nurse faculty can be met, the college should inform the community of its intention to inaugurate a nursing program when qualified faculty becomes available. This announcement should serve as an incentive for potential nurse faculty members who are interested in becoming qualified for appointment to the college staff.

Nurses with a baccalaureate degree and an interest in teaching in community junior college nursing programs should be urged to attend one of the masters degree programs that prepare teachers of nursing for these programs. Other nurses with a masters degree in a clinical and/or functional major could qualify themselves for faculty appointment by attending short-term educational programs. Rudick proposed that graduate schools now offering specific programs of preparation for teaching nursing in the community junior college offer such workshops and institutes.[24] This would be a valuable means for potential nurse faculty members to become qualified for appointment.

Recommendation V

Students in baccalaureate degree nursing programs should be apprised of the opportunities available to qualified nurse instructors in community junior college nursing programs.

There are several means of implementing this recommendation:

1. Nurse administrators and/or instructors in community junior college nursing programs should seek opportunities to participate as visiting lecturers in baccalaureate nursing programs for such courses as history of nursing, trends in nursing, and orientation to nursing.

2. Nurse administrators in community junior college nursing programs should arrange scheduled visits to colleges with baccalaureate nursing programs for the purpose of interesting students in the opportunities available for nurse instructors in community junior colleges. Interested students should be encouraged to qualify for the masters degree in college teaching.
3. Students in baccalaureate degree nursing programs should be invited to visit community junior college nursing programs so that they can inform themselves about the programs.

CRITERIA ADMINISTRATORS CAN USE TO HELP THEM DECIDE WHETHER OR NOT TO ESTABLISH A NURSING PROGRAM

It is not impossible for a college to establish a nursing program even though there are discouraging factors in the situation. This was demonstrated by the college administrators who successfully inaugurated a program. All of them had faced discouraging factors. In fact, 80 percent of the factors included in the questionnaire had been considered critical by some of them during the founding period of their program. But rather than wait for the perfect situation, they had handled these critical factors in a way that made it possible for them to establish the nursing program.

Knowing what one has to deal with when implementing a proposed idea affords one the opportunity to preplan and also to prepare alternate courses of action. The factors that had discouraged respondents in this study were used to develop criteria that would help administrators who might in the future want to determine the feasibility of establishing an associate degree nursing program in a particular community junior college to know what to look for in a situation and alert them to areas that are likely to require future administrative action.

Conclusion V

Administrators of community junior colleges can use criteria to help them to decide whether or not to establish an associate degree program in nursing in a particular community junior college. Criteria for such use are:

1. Intracollege factors are conducive to establishing and conducting an associate degree nursing program.
    a. The college has ways and means of financing a planning period for the nursing program prior to the admission of students.
    b. At the close of the planning period, the college is prepared to finance the nursing program in the same way it finances all other college programs.
    c. Classroom and laboratory space is available, as well as administrative space for the faculty of the nursing department and space for files, storage, and supplies.
    d. The existing administrative organization provides for the guidance, direction, and supervision necessary for successfully establishing and conducting a nursing program.
    e. The college is accredited by the appropriate regional accrediting association or is taking steps toward accreditation.

    f. The list of priorities covering future plans for the college provides for establishing a new program at this particular time.
2. Clinical facilities are available for use in the teaching of nursing.
    a. There are hospitals within commuting distance of the college.
    b. The local hospitals and community health agencies are adequate in size and in variety of patients.
    c. The local hospitals are suitable for use in the teaching of nursing.
    d. The local hospitals are willing to have their facilities used for the college nursing program.
3. Findings of a community survey support the college's interest in establishing a nursing program.
    a. There is a need for nurses in the community.
    b. There is a sufficiently large potential student body for the college to justify establishing a nursing program.
    c. Organized nurse groups in the community support the establishment of a nursing program by the college.
    d. There are positive reactions to the appropriateness of having a nursing education program in the college.
4. Information from informed sources confirms the feasibility of the establishment of a nursing program by the college.
    a. Information on associate degree nursing programs obtained from such sources as the NLN and the AAJC indicates that the college has the necessary resources to establish a nursing program.
    b. Communications with administrators of colleges with nursing programs verify the appropriateness of the college's becoming involved in nursing.
5. The college can obtain the necessary legal approval for establishing a nursing program.
    a. The state board of nursing supports the establishment of a nursing program by the college.
    b. The regulations of the state board of nursing permit the development of a nursing curriculum within the framework of the college.
    c. The state department of education approves the establishment of a nursing program by the college.
6. A qualified nurse administrator and nurse faculty are available to staff the proposed program.

The use of these criteria will save administrative time by helping the administrator to focus on factors that need to be assessed before a sound decision can be made. They can be useful for the administrator who wants to set up a timetable of priorities for the exploratory period. The criteria can also be used to justify the decision that is eventually made concerning whether or not to establish a nursing program.

These criteria need not be confined to use within the college. Groups or individuals in the community who are interested in having the college establish a nursing program should be familiar with them. Organized nurse groups in particular should become familiar with the criteria that the college uses to help it decide whether or not to establish a nursing program.

Recommendation VI

The Statement "Criteria for Use by College Administrators Who Want to Determine the Feasibility of Establishing an Associate Degree Nursing Program in a Particular Community Junior College" should be widely publicized and made available to community junior colleges interested in establishing associate degree nursing programs.

SUGGESTED ACTIVITIES FOR THE FOUNDING PERIOD

The more steps that are taken before a decision is finally made to inaugurate a nursing program, the more likelihood there is for the program to be successfully established. This statement is based on the replies to the questionnaire item that asked the respondents to indicate which of ten steps they had taken. A comparison of the percent of respondents by category who took each of the ten steps revealed that colleges with a nursing program had the highest. In other words, the colleges that were successful in establishing a nursing program had taken the greatest number of steps before the decision was finally made to proceed.

The various steps take time. Many of them require the personal attention of the college administrator. While the administrator is giving his attention to this task, some of his other responsibilities must be carried by supporting administrative personnel. This requires an administrative organization large enough to provide for this sort of flexibility. It has previously been reported that approximately 80 percent of the colleges that had a nursing program had full-time enrollments over 500, while only 30 percent of the colleges in the other two categories had full-time enrollments over 500. The size of the administrative organization in the college is influenced by the size of the enrollment. Colleges with large full-time enrollments need a more comprehensive administrative structure than do colleges with small full-time enrollments. The findings in this study suggest that colleges with full-time enrollments under 500 may have difficulty in providing the administrative time needed for the planning that precedes the successful establishment of a nursing program.

Shannon's findings do not support this. In his study of community college presidents, he used size of the college as a control factor. He made this statement:

> An observation made often by administrators is that size of college (enrollment) makes considerable difference in how a president will rank areas of work in terms of their consumption of his time and their importance to effective administration.[25]

The review of his data, Shannon said, "indicated the size of the college was not a major determining factor in the president's choice of responses to most of the questions in the questionnaire study."[26]

One of Shannon's other findings is also of interest for the present study. In the section of the questionnaire dealing with curriculum, he asked the presidents to indicate how often they conferred with community members about instituting or changing a specific course or courses. Approximately 12 percent said they never did, about 44 percent said they conferred once or twice a year, and 37 percent said they conferred at least several times a year but not as often as monthly.[27]

At least 4 of the 10 planning steps to which the respondents were asked to react in the present study required the college administrator to go into the community or have contact with community individuals or groups. Shannon's findings indicate that this is not usual practice. The writer has already made reference to Medsker's findings obtained through interviews with junior college administrators. Many admitted to him that institutions themselves were partly to blame for the lack of emphasis on terminal work. One of the factors they mentioned was the extra effort required to implement an occupational program.[28] This was voiced by the administrator in the present study who said, "It is a tough job to get an expensive and new program started." The data in the present study indicate that the community junior college administrator who is interested in establishing a nursing program must be prepared to devote many hours of his time to the planning of activities during the founding period. Buechel pointed this out. "It will be a time-consuming endeavor in the beginning, but as the program develops, less attention will be needed because of the cooperative acceptance of values."[29]

The time-consuming character of the planning period is emphasized in a report from the W.K. Kellogg Foundation.

> There is no question about the satisfaction of the participating community colleges with the associate degree program. The amount of time and energy spent by the presidents of these institutions in planning and facilitating this educational innovation confirms this fact. The idea sometimes strikes such enthusiasm that it is necessary to stress to a college administrator the necessity for a planning period prior to the admission of students to the program--to evoke the employment of a qualified director and faculty, the selection of the proper general education courses, the interpretation of the curriculum to the junior college faculty, the surveying of clinical facilities in the community offering the best opportunities for learning experiences and the preparation of course outlines and library materials.[30]

Conclusion VI

College administrators who have had no previous experience in establishing a nursing program can conserve planning time by deciding what activities should be undertaken before a decision is finally made to establish or not to establish a program.

Responses from the administrators who had established nursing programs indicated that they considered all of the ten steps listed in the questionnaire necessary. For example, one of them said, "Step A through H in Section IV should be carefully followed." But there was no agreement among these respondents concerning the sequence in which these activities should be undertaken (see Appendix N).

The proposed activities listed below are a composite, developed from the sequence of steps taken by the respondents that had established a nursing program, the comments of these respondents, the personal experiences of the writer, and a review of relevant literature. It is assumed that the sequence in which these activities will be undertaken will vary according to the particular circumstances in each institution.

1. Conduct a comprehensive community survey to determine the need for considering the establishment of a nursing program by the college.
2. Apprise the college board of trustees of the survey results.
3. Apprise college faculty of the proposed program.
4. Notify the state board of nursing of the college's interest in establishing a nursing program.

5. Contact administrators of local hospitals and health agencies to determine if the boards of these institutions are willing to cooperate with the college in the education of nurses.
6. Appoint a lay advisory or exploratory committee to assist college administration to determine the feasibility of establishing a nursing program.
7. Use consultants when appropriate to assist college administration and the advisory committee to explore the feasibility of establishing a nursing program.
8. Survey community hospitals and health agencies to determine their adequacy for use in the teaching of nursing.
9. Develop a tentative curriculum in order to secure initial approval of the program by the state board of nursing and/or the state department of education.
10. Project budget and staffing needs for the proposed program.
11. Take steps to hire a nurse administrator for the proposed program.

Recommendation VII

The statement "Suggested List of Activities for Use by College Administrators Who are Faced with the Decision of Whether or Not to Establish an Associate Degree in Nursing in a Particular Community Junior College" should be widely publicized and made available to community junior colleges and other individuals or groups interested in establishing associate degree programs in nursing.

WHY COLLEGES CONSIDER NURSING

One of the assumptions of this study was that community junior colleges would continue to establish associate degree programs in nursing in order to fulfill their community service function. The findings support this assumption. Community need was given as the reason why colleges considered establishing nursing programs by at least 50 percent of the respondents in each college category. The interest of hospitals and hospital-connected individuals or groups was another frequent reason why colleges considered inaugurating a nursing program. Hospital interest was most evident among the colleges that had been successful in establishing a nursing program. The interest of potential students appeared to have negligible influence on whether or not the college decided to establish a nursing program.

Very few colleges mentioned the interest of the nursing profession as a reason why they considered a program. Not one respondent from a college that had decided not to establish a nursing program said that nurses had been interested. Apparently nurses are content to stand silently by while other interested individuals or groups, who see the potential of this type of nursing education, pick up the leadership role that the profession should assume.

The problem was well expressed by Tschudin.

> At times it seems that we have been running so hard to keep up with changing conditions of practice resulting from the revolutionary advances in medical science and technology and we have been so involved with our feelings and resistance to change that we have been unable to plan ahead and initiate the very changes which would yield better care for patients and better education for nursing personnel.[31]

Recommendation VIII

The nursing profession should be apprised of the fact that it is neglecting its responsibility for assuming a leadership role in the movement of nursing education into the community junior colleges.

THE SOURCES OF ASSISTANCE

The colleges used a wide variety of sources of assistance while exploring the feasibility of establishing a nursing program. A few sources were used frequently by colleges in all three categories.

The largest percentage of respondents in all three college categories turned to hospitals and/or hospital-connected individuals, groups, or associations for assistance.

It is interesting to speculate on the reasons why educational institutions turned to service institutions for assistance in exploring the possibility of establishing an occupational program. The first and most obvious reason has to do with cooperation. Unless the service institution is willing to cooperate with the educational institution by making itself available as a laboratory, no occupational program can be developed. The second reason concerns the future employment of the personnel who are to be educated. It is reasonable to expect that an educational institution would turn to the future employers of their graduates to find out what functions these graduates would be expected to perform in the service institution. Also, the service institution could be expected to know the employment opportunities available, not only in that service agency but in others within the community. It might also be anticipated that personnel in the service institution would be familiar with state licensure requirements for members of the service occupation in that particular state. And lastly, there might be the expectation that members of the service institution would be familiar with the characteristics of the proposed program and also the nature of the curriculum.

All these reasons for colleges to turn to hospitals for assistance are justifiable, except the last. Hospital administrators and nursing service personnel are not educators. It is important for them to realize this limitation if and when colleges look to them for assistance in curriculum development.

Because community junior colleges are turning to hospitals and hospital-connected individuals and/or groups for assistance, hospital personnel should be knowledgeable about the associate degree nursing program. They should be well informed concerning the factors the college will look for when the hospital is surveyed to determine its suitability for use as a cooperating institution. The hospital administrator and the controlling board should be familiar with the written agreement the college will want to develop in order to secure the use of the hospital for the teaching of nursing.

The American Hospital Association and its constituent organizations should help their memberships to prepare for the time they may be approached by a community junior college seeking to use their hospital as a cooperating agency. Such preparation could be accomplished through planned programs at regional and state meetings of the associations. Particularly effective programs would involve joint participation of college administrators, nurse administrators of associate degree nursing programs, members and staffs of state boards of nursing, hospital administrators, and directors of nursing services in hospitals cooperating with community junior colleges and graduates from these programs.

State boards of nursing were mentioned as a valued source of assistance by half of the respondents that had nursing programs. In contrast to this, about a quarter of the respondents in the other two categories of colleges mentioned their assistance.

The data in this study point to two possible reasons for the more frequent mention of state board assistance by colleges that had successfully established a program. All these colleges had officially notified the state board of nursing of their interest in establishing a nursing program during the founding period. This step had been taken by only a third of the respondents in the other two categories of colleges. If the state board of nursing is not officially notified of the college's interest, how can it be of assistance?

This need for the college to communicate with the state board of nursing was one of the principles formulated by Buechel. "The college establishes clear two-way communication with the state licensure body for nurses."[32] In his opinion:

> If the college desires to enter education for nursing, its first responsibility, after the local need and support have been assured, is to establish communications with the legal board of licensure in the state.[33]

The second reason relates to the finding that in some situations the state board of nursing did not encourage the college to establish a nursing program. This was mentioned by 20 percent of the respondents that had decided not to establish a nursing program, and by 13 percent of those still considering the program. Only 5 percent of the colleges that had a program mentioned this factor.

The legal reasons for state boards to discourage associate degree nursing programs have practically disappeared. According to information collected by the American Nurses' Association by means of a questionnaire survey in 1962, there were only six states that required that programs in nursing be three years in length.[34] Since that date, the attorney general of one of these states has ruled that community junior colleges in that state may inaugurate programs in nursing. This means that there is no legal barrier to the establishment of associate degree nursing programs in the community junior colleges of 45 states.

The reasons why some of the colleges that participated in this study were not encouraged by their state boards of nursing are known. In some instances, the reasons were justifiable. For instance, one college that did not establish a program said:

> The state board of nursing and vocational department approved another junior college 50 miles from here and would not approve an application at this time. They felt one school was enough in this area.

In other instances, the reasons were not so clear. For instance, one college president who was still considering establishing a nursing program wrote this reply to the question "What changes will have to occur before you can make a decision to establish an associate degree nursing program?"

> Probably a change in the administration or management of [Board of Nursing]. You have to fight this group every inch of the way to get anything done. According to their attitudes and lack of understanding and cooperation, there must be too many nurses already.

Conclusion VII

Community junior colleges that officially notify the state board of nursing of their interest in establishing a nursing program and who receive encouragement from that board are more likely to be successful in inaugurating a program than colleges that do not notify the state board of their interest and/or do not receive encouragement.

The nursing profession should be concerned that only the strong community junior colleges become involved in associate degree nursing education. The profession looks to the state boards of nursing to see that this is accomplished. However, state boards will not influence the development of quality associate degree programs in nursing unless and until they assume a leadership role in each state. The state boards need to do more than wait to react to proposals brought to them by individual community junior colleges.

In each state, the board of nursing is in a position to look at the whole state picture. Using criteria similar to those developed in this study, the board can encourage the community junior colleges that meet most of these criteria to give consideration to establishing associate degree nursing programs. This kind of approach would place the board of nursing in a positive rather than a negative position. It would also serve to discourage the weak colleges who should not be entertaining the thought of establishing a nursing program.

Recommendation IX

State boards of nursing should make available to the community junior colleges in their states criteria similar to those developed in this study so that those colleges with a potential for developing a strong associate degree program in nursing can be identified and supported.

National League for Nursing

NLN was mentioned as a source of assistance by respondents in all categories of colleges but most frequently by those from colleges that had successfully established a nursing program. Apparently, more administrators of colleges that had established a nursing program were aware of the assistance available from NLN than administrators in the other two categories of colleges. Perhaps there was a greater sense of urgency to get the program established in those colleges. It has already been pointed out that a high percentage of the colleges that established a program did so because of the need for nurses in the community and also because of the interest of hospitals.

NLN is an unfamiliar source of assistance to most college administrators. To use the resources of this organization, administrators must first be aware of its existence and the services it can supply. Those who have attended the annual conferences on nursing at the annual AAJC conventions have had an opportunity to become familiar with the services of NLN. Other administrators have learned about NLN through the staffs of state boards of nursing. Also, administrators familiar with the services of NLN have passed their information on to other administrators.

NLN has rendered valued services to community junior colleges interested in nursing education. It must continue these services in the future. As the number of interested colleges increase and also the number of programs, more services will be demanded from NLN. The organization must prepare to meet these increased demands through an increase in publications relating specifically to associate degree nursing programs, an increase in consultation services to individual colleges, intensified efforts to inform a wide variety of publics concerning the nature of the program, and workshops and conferences to assist colleges already involved in this type of nursing education.

Very few of the participants in this study had received assistance from the AAJC. The highest percent of respondents who mentioned receiving assistance from this organization, 9 percent, were from colleges that had established nursing programs. It seems logical for junior colleges to turn to their own professional organization with the expectation that that organization can give them necessary assistance.

Brick said, "One of the most important determinants of what the junior college will eventually be is its own professional organization--the AAJC."[35] Within the AAJC, the Commission on Curriculum gives direction to junior college technical education.[36] The work of this commission, for some reason, is not reaching the individual colleges. Here is an appropriate problem for the commission to explore. If community junior colleges cannot receive assistance in developing technical or semiprofessional programs from their own organization, they will look elsewhere. To get help in establishing nursing programs, the junior colleges have most frequently turned to hospitals. The AAJC needs to reevaluate the help community junior colleges are going to want in the future as they continue to establish nursing programs. This will be particularly necessary if the future services of junior colleges are to include diversified technical instruction.[37] Brick sees this service influencing the future direction of the AAJC.

> To make sure that junior colleges supply the necessary services, the Association will have to stimulate and assist junior colleges to develop comprehensive curricula with special attention to technical education and community services.[38]

The AAJC can be assisted in its reevaluation of the future help community junior colleges will need in establishing nursing programs through its already existing relationship with NLN. The mechanism exists for a cooperative endeavor of these two organizations through their interorganization committee on nursing.

Recommendation X

The respective boards of the AAJC and NLN should charge their representatives on the interagency committee of the two organizations with the responsibility of developing a blueprint for the future for the purpose of assisting with the development of associate degree programs in nursing in community junior colleges.

The AAJC should continue to include a program on nursing at its annual conventions. Carefully developed programs with participation by qualified nurse educators can be an effective source of assistance for individual administrators. Data in this study revealed that many of the colleges interested in establishing nursing programs were in states that did not have this type of nursing education. The state boards of nursing in these states have had little or no experience with associate degree nursing programs, so the help they can give is limited. Administrators of colleges in these states would welcome assistance through annual AAJC meetings on nursing.

ADMINISTRATORS ARE THE HIDDEN FACTOR

College administrators were the principal initiators of the idea that their college establish a nursing program. This finding supports Buechel's principle of "a prime mover at the administrative level."[39] Buechel maintained that the real need for a prime mover who could communicate with all the various groups interested in nursing was vital to the establishment of an experimental program in nursing.[40]

The data in this study showed that there were no substantial differences between the colleges that had decided not to establish a nursing program, those that were still considering its establishment, and those that had established the program. All of them had had discouraging factors to contend with. In fact, respondents in all three categories of colleges had selected the same two factors as the most discouraging to them.

The factor that appears to have made the difference in the colleges that successfully established nursing programs was the way the administrators had handled discouraging factors. These administrators had used imagination, initiative, and determination. Apparently, they had resolved not to let any obstacle stand in the way of their goal to establish such a program. As one of them said:

> If you have proper hospital resources in your community and they are willing to cooperate with you in organizing a 2-year program, then there should be no other obstacle that cannot be overcome.

When one compares the reasons why colleges considered establishing a nursing program by category of college, the similarity in reasons is striking. This factor apparently did not affect the college's success in establishing a program.

There were differences between categories of colleges in relation to the sources of assistance the colleges had used. Almost all of the colleges that had established a nursing program, 94 percent, named a source of assistance. This was true of only 60 percent of the respondents in the other two categories. Another difference was that many of the colleges that had a nursing program named several sources of assistance. This was not true of the respondents in the other two categories of colleges.

These findings offer additional clues to the reasons why some administrators were successful in establishing a nursing program. Apparently, these administrators felt secure enough to obtain assistance for a new venture. They obtained assistance from a variety of sources and were knowledgeable concerning the most valuable sources of assistance.

Other clues point to the administration as the hidden factor that contributed to the successful establishment of a nursing program. The colleges having such a program had carried out many more planning activities than the colleges in the other two categories. The administrators in the successful colleges were responsible for initiating these activities. For instance, over 80 percent of these colleges had conducted a community survey. This meant that a plan of action had to be developed and implemented and the results evaluated. Over half of these colleges had undertaken such a survey as their first activity. It appears that administrators who believe in a nursing program and push it can be successful in establishing it.

Conclusion VIII

The quality of administrative support appears to be the hidden factor that influences the successful establishment of associate degree nursing programs in community junior colleges.

The executive director of the AAJC recognized the importance of the chief administrative officer of the community junior college in an introductory speech made at a junior college conference held in New York in 1958. Edmund J. Gleazer said, "If there is any single factor that is most important at this particular time in junior college development, it may well be the quality of the top administration."[40]

Through the efforts of the AAJC and the financial assistance of the W.K. Kellogg Foundation, university centers for the preparation of junior college administrators were established in ten universities in 1960.[41] The findings of this study should be of concern to future administrators being educated in these centers. Not all of them will be developing nursing programs, but they will all be involved in establishing technical and/or semiprofessional curriculums. Nursing can be used as an example of the responsibilities an administrator faces when he decides to develop such programs in his college.

Recommendation XI

The findings of this study should be made available to students enrolled in university centers preparing junior college administrators.

FUTURE NURSE ADMINISTRATORS

This study can be useful to nurse administrators seeking a position in a community junior college. Potential nurse administrators should be familiar with the criteria administrators can use to help them to decide whether or not to establish a nursing program. If a nurse administrator is asked to consider appointment to a college faculty as the director of a proposed associate degree program, she should ascertain whether the situation has been carefully assessed by the use of the criteria. If she discovers that the college does not know whether the state board of nursing would support the establishment of a nursing program by the college, she should delay her decision on accepting appointment until she knows the answer.

The suggested list of activities for college administrators presented earlier in this chapter can also be useful to future nurse administrators. If college administration hires a nurse administrator as the first step toward establishing a nursing program, the nurse administrator will be faced with many problems if she accepts the appointment. Suppose, for example, that after she is hired, the college administrator contacts a local hospital administrator to determine if the board of the hospital is willing to cooperate with the college in a nursing program. Imagine the difficulties if the board is unwilling to cooperate and the hospital is one of only two in the community. The hospital situation should be assessed before the nurse administrator is appointed.

Recommendation XII

The findings of this study should be made available to students in graduate programs that are preparing administrators of associate degree programs in nursing.

THE FUTURE

Community junior colleges have the potential to make a significant contribution to nursing education. The nursing program developed in these institutions has passed through infancy and is now entering the adolescent period. Like an adolescent, it is full of confidence at one moment and in need of reassurance the next. It continues to need guidance and encouragement. We now know the factors that have supported its development and those that have hindered it. It is up to nurse educators and junior college educators who are interested in the further expansion of nursing education in the community junior college to make use of this knowledge.

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APPENDIX A

POSTCARD QUESTIONNAIRE 1

October 14, 1963

As part of my doctoral study at Teachers College, Columbia University, I am identifying the factors which have led to or deterred the establishment of associate degree nursing programs in community junior colleges. You have indicated an interest in developing this type of nursing program at your college. Will you please contribute to this study by answering the question on the return side of this postcard and dropping it in the mail.

Sincerely yours,

Mildred S. Schmidt

Please check the appropriate space below:

At this point we:

_________ have decided not to establish an associate degree nursing program.

_________ are still considering the feasibility of establishing an associate degree nursing program.

_________ are planning to establish an associate degree nursing program by date ______________________________

Name and position of person responding

____

Name and location of college

____

Date ______________

APPENDIX B

POSTCARD QUESTIONNAIRE 2

October 28, 1963

As part of my doctoral study at Teachers College, Columbia University, I am studying the factors which have led to or deterred the establishment of associate degree nursing programs in community junior colleges. Will you please contribute to this phase of the study by answering the questions on the return side of this postcard and dropping it into the mail.

Sincerely yours,

Mildred S. Schmidt

1. Have you ever had an interest in establishing an associate degree nursing program in your college? Yes____ No____
   If "no," why not?

2. If you answered "yes," check the appropriate space below:

   At this point we:

   ________ have decided not to establish an associate degree nursing program.

   ________ feel it is quite unlikely we will establish an associate degree nursing program within the next 5 years.

   ________ are still considering the feasibility of establishing an associate degree nursing program.

   ________ are planning to establish an associate degree nursing program by date ______________________________

APPENDIX C

COVERING LETTER FOR QUESTIONNAIRE 3

OFFICE OF DOCTORAL STUDIES
Teachers College
Columbia University
Student Workroom
New York 27, New York

November 27, 1963

1230 Amsterdam Avenue
Box 215
New York 27, New York

I am engaged in a study to identify the factors which have led to or deterred the establishment of associate degree nursing programs in community junior colleges. Through the past eleven years numbers of community junior colleges have explored the feasibility of offering an associate degree nursing program. Some of these colleges established the program, others did not. Your college is one of those which decided not to establish the program or feels it is quite unlikely to do so. Since you were good enough to return the postcard questionnaire to me in October, I hope you will want to contribute from your experience to this phase of the study by answering the questions on the enclosed questionnaire.

There is an urgent need for the study. A recent report from the Surgeon General's Consultant Group on Nursing has recommended a substantial increase in the number of colleges offering this type of nursing program. There are some factors that a community junior college should consider if it is going to establish an associate degree program in nursing. No current material is available to assist the college with this decision. Your experience would be helpful to those colleges considering the establishment of a nursing program.

This questionnaire is concerned with the founding period, from the time the college expressed interest in establishing the program to the time the decision was finally made not to proceed. If you were not at the college during that period, please ask an appropriate member of your staff familiar with the events to answer the questions.

Please mail the questionnaire in the enclosed, self-addressed envelope by December 13, 1963, if possible.

This research is being done under the direction of a Doctoral Committee composed of Professors Mildred L. Montag and Walter E. Sindlinger.

Sincerely yours,

Mildred S. Schmidt

QUESTIONNAIRE 3

Factors Relating to the Establishment of Associate.Degree Nursing Programs in Community Junior Colleges

Your junior college is one of a number in the country which considered establishing a nursing program but then decided not to proceed. This questionnaire is designed to supply information to college administrators who may, in the future, be involved in deciding whether or not to establish this type of nursing program in a particular community junior college. Your willingness to share with others your experience will add immeasurably to this phase of the study. The information which you submit on this questionnaire will be considered confidential. In the report of the findings, neither you nor the institution you represent will be identified with the data you submit.

I. The following factors have been identified by some college administrators as those which discouraged them from establishing an associate degree nursing program in their particular situation. Please read the list and check in Column A those which applied in your situation.

	A	B
	Factors Applicable in Our Situation	
A. Within the college		
1. Estimated cost of the program indicated it would be among the most costly offerings of the college.		
2. College board of trustees did not approve of establishing a nursing program.		
3. College faculty felt nursing was an inappropriate curriculum offering.		
4. Physical and biological sciences were not included in the college course offerings.		
5. Physical facilities were already taxed to capacity.		
6. Existing administrative organization did not provide the guidance, direction, and supervision necessary for the success of a new program.		
7. List of priorities covering future plans did not provide for establishing a new program at that particular time.		

	A	B
8. College is not accredited by the appropriate regional association.		
B. In relation to clinical facilities		
1. There are no hospitals within commuting distance of the college.		
2. The local hospital and community health agencies were inadequate in size or variety.		
3. A survey of the local hospital indicated it was unsuitable for use in the teaching of nursing.		
4. The controlling board of the local hospital was not willing to have the college use the hospital for the teaching of nursing.		
5. The nursing department in the local hospital did not support the hospital's cooperating with the college for the proposed program.		
6. The local hospital was conducting a school of nursing and needed the hospital facilities for its own students.		
C. Findings of a community survey		
1. Potential students were too few to warrant the college's establishing a nursing program.		
2. There were too few positions for registered nurses in the community to justify the college's establishing a nursing program.		
3. Organized nurse groups in the community did not support the college's establishing a nursing program.		
4. Local medical staffs and/or medical societies did not support the college's establishing a nursing program.		
5. Local high school guidance counselors did not feel students would be interested in a nursing program.		
6. There were negative reactions to the appropriateness of having a nursing education program in this college.		

A B

D. Information from outside sources

1. Contacted the National League for Nursing and after studying the information contained in the reply to the college's letter of inquiry, the college came to the conclusion that it lacked the resources necessary to establish a nursing program.

2. Information obtained during a meeting on nursing at the American Association of Junior Colleges' Annual Convention made it evident that the college lacked the resources necessary to establish a nursing program. __________ __________

3. After talking with administrators of colleges with nursing programs, administrators of this college decided not to become involved in a nursing program. __________ __________

E. Approval of program

1. The state board of nursing did not encourage the college to establish a nursing program. __________ __________

2. The regulations of the state board of nursing prevented the development of a nursing curriculum within the framework of the community junior college. __________ __________

F. Scarcity of faculty

1. A qualified nurse administrator could not be found. __________ __________

G. Other (please specify).

II. Now please go back and identify the three factors which most influenced your decision not to establish a nursing program. Indicate the most important factor by placing, in Column B, #1 for the most important factor, #2 for the next most important factor, and #3 for the next most important.

III. Which of the following steps had been taken before the final decision was made not to establish a nursing program or to delay its establishment?

Check those steps you did take in Column A.

Indicate the sequence for the steps taken by placing, in Column B, #1 for the step taken first, #2 for the step taken second, et cetera.

		A Steps Taken	B Sequence of Steps Taken
A.	A community survey was made to determine the need for and interest in having the college establish a program in nursing.		
B.	The college board of trustees was apprised of the results of the survey.		
C.	The state board of nursing was officially notified of the college's interest in establishing a nursing program.		
D.	Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing.		
E.	A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program.		
F.	Consultants were used to assist college administration to determine the feasibility of establishing a nursing program.		
G.	College administration projected budget and staffing needs of the proposed program.		
H.	College faculty were apprised of the proposed program.		
I.	A tentative curriculum in nursing was developed.		
J.	College administration took steps to hire a nurse administrator for the proposed program.		
K.	Other (please specify).		

IV. At what point in item #3 was the decision made not to establish the program? Circle the letter below corresponding to the steps in item #3.

A B C D E F G H I J K

V. What were the reasons or circumstances which led the college to consider establishing an associate degree nursing program?

VI. Please list the title(s) of the person(s) and the name(s) of the organization(s) or group(s) from whom you received valuable assistance while you were exploring the feasibility of establishing a nursing program.

VII. In your situation, did a particular person or group initiate the idea of having the college establish a nursing program?

Yes ________ No __________

If "yes," please idenfity this person.

VIII. Is there a posibility that you might establish an associate degree nursing program in the future?

Yes __________ No __________

What changes would have to occur before you could make a positive decision?

IX. Is there any information or advice you wish to share with other college administrators who may in the future be interested in establishing an associate degree nursing program?

Name and title of person completing questionnaire.

Please send the completed questionnaire to the address listed below at your earliest convenience. A stamped, self-addressed envelope is enclosed.

Return to:

Miss Mildred S. Schmidt
Whittier Hall, Box 215
1230 Amsterdam Avenue
New York, New York 10027

APPENDIX D

Table 34. Percent of Questionnaires Returned from Community Junior Colleges That Decided Not to Establish a Nursing Program

Returns	Number	Percent
Completed questionnaire	66	81
Letters	4	05
Questionnaires with summarizing statements	3	04
No response	8	10
Total	81	100

APPENDIX E

COVERING LETTER FOR QUESTIONNAIRE 4

OFFICE OF DOCTORAL STUDIES

Student Workroom

Teachers College
Columbia University
New York 27, New York

Whittier Hall, Box 215
1230 Amsterdam Avenue
New York, New York 10027

December 31, 1963

I am engaged in a study to identify the factors which have led to or deterred the establishment of associate degree nursing programs in community junior colleges. Through the past eleven years, numbers of community colleges have explored the feasibility of offering an associate degree nursing program. Some of these colleges established the programs, others did not. Your college is one of those which is still considering the feasibility of establishing the program. Since you were good enough to indicate this on a postcard questionnaire which you returned to me in October, I hope you will want to contribute further from your experience to this phase of the study by answering the questions on the enclosed questionnaire.

There is an urgent need for this study. A recent report by the Surgeon General's Consultant Group on Nursing has recommended a substantial increase in the number of colleges offering this type of nursing program. There are no current materials available to help a college decide whether or not it would be feasible for it to establish an associate degree nursing program. Since you are still considering the possibility of establishing this type of nursing program, your experience would be helpful to other college administrators.

This questionnaire covers the period between the college's first expressed interest in establishing an associate degree nursing program to the present date.

Please mail this questionnaire in the enclosed, self-addressed envelope by January 20, 1964, if possible.

This research is being done under the direction of a Doctoral Committee composed of Professors Mildred L. Montag and Walter E. Sindlinger.

Sincerely yours,

Mildred S. Schmidt

Enc.

QUESTIONNAIRE 4

Factors Relating to the Establishment of Associate Degree Nursing Programs in Community Junior Colleges

Your junior college is one of a number in the country which is still considering the feasibility of establishing a nursing program. This questionnaire is designed to supply information to college administrators who may be involved in the future in deciding whether or not to establish this type of nursing program in a particular community junior college. Your willingness to share with others your experiences during this period of exploration will add immeasurably to this phase of the study. The information which you submit in this questionnaire will be considered confidential. In the report of the findings, neither you nor the institution you represent will be identified with the data you submit.

I. The following factors have been identified by some college administrators as those which discouraged them from establishing an associate degree nursing program in their particular situation. Please read the list and check in Column A those which are discouraging you from establishing the nursing program.

	A Factors Applicable In Our Situation	B
A. Within the college		
1. Estimated cost of the program indicated it would be among the most costly offerings of the college.		
2. College board of trustees did not approve of establishing a nursing program.		
3. College faculty felt nursing was an inappropriate curriculum offering.		
4. Physical and biological sciences were not included in the college course offerings.		
5. Physical facilities were already taxed to capacity.		
6. Existing administrative organization did not provide the guidance, direction, and supervision necessary for the success of a new program.		
7. List of priorities covering future plans did not provide for establishing a new program at that particular time.		

	A	B
8. College is not accredited by the appropriate regional association.		
B. In relation to clinical facilities		
1. There are no hospitals within commuting distance of the college.		
2. The local hospital and community health agencies were inadequate in size or variety.		
3. A survey of the local hospital indicated it was unsuitable for use in the teaching of nursing.		
4. The controlling board of the local hospital was not willing to have the college use the hospital for the teaching of nursing.		
5. The nursing department in the local hospital did not support the hospital's cooperating with the college for the proposed program.		
6. The local hospital was conducting a school of nursing and needed the hospital facilities for its own students.		
C. Findings of a community survey		
1. Potential students were too few to warrant the college's establishing a nursing program.		
2. There were too few positions for registered nurses in the community to justify the college's establishing a nursing program.		
3. Organized nurse groups in the community did not support the establishment of a nursing program by the college.		
4. Local medical staffs and/or medical societies did not support the establishment of a nursing program by the college.		
5. Local high school guidance counselors did not feel students would be interested in a nursing program.		
6. There were negative reactions to the appropriateness of having a nursing education program in this college.		

	A	B
D. Information from outside sources		
1. Contacted the National League for Nursing and after studying the information contained in the reply to the college's letter of inquiry, the administration concluded that the college lacked the resources necessary to establish a nursing program.	________	________
2. Information obtained during a meeting on nursing at the American Association of Junior Colleges' Annual Convention made it evident that the college lacked the resources necessary to establish a nursing program.	________	________
3. After talking with administrators of colleges with nursing programs, administrators of this college decided not to become involved in a nursing program.	________	________
E. Approval of program		
1. The state board of nursing did not encourage the college to establish a nursing program.	________	________
2. The regulations of the state board of nursing prevented the development of a nursing curriculum within the framework of the community junior college.	________	________
F. Scarcity of faculty		
1. A qualified nurse administrator could not be found.	________	________
G. Other (please specify).		

II. Now please go back and identify the three factors which you consider most important in preventing your moving ahead with the establishment of a nursing program. Indicate the most important factor by placing, in Column B, #1 for the most important factor, #2 for the next most important factor, and #3 for the next most important factor.

III. Which of the following steps have been taken up to this date?

Check those steps you did take in Column A.

Indicate the sequence of the steps taken by placing, in Column B, #1 for the step taken first, #2 for the step taken second, et cetera.

	A Steps Taken	B Sequence of Steps Taken
A. A community survey was made to determine the need for and interest in having the college establish a program in nursing.	______	______
B. The college board of trustees was apprised of the results of the survey.	______	______
C. The state board of nursing was officially notified of the college's interest in establishing a nursing program.	______	______
D. Hospitals in the community were surveyed to determine their adequacy and willingness to co-operate by having their facilities used for the teaching of nursing.	______	______
E. A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program.	______	______
F. Consultants were used to assist college administration to determine the feasibility of establishing a nursing program.	______	______
G. College administration projected budget and staffing needs of the proposed program.	______	______
H. College faculty were apprised of the proposed program.	______	______
I. A tentative curriculum in nursing was developed.	______	______
J. College administration took steps to hire a nurse administrator for the proposed program.	______	______
K. Other (please specify).		

IV. What were the reasons or circumstances which led the college to consider establishing an associate degree nursing program?

V. Please list the title(s) of the person(s) and the name(s) of the organization(s) or group(s) from whom you have received valuable assistance while you have been exploring the feasibility of establishing a nursing program.

VI. In your situation, did a particular person or group initiate the idea of the college's establishing a nursing program?

Yes ________ No ___________

If "yes," please identify this person.

VII. What changes will have to occur before you can make the decision to establish an associate degree nursing program?

VIII. Is there any information or advice you with to share with other college administrators who may be interested in the future in establishing an associate degree nursing program?

Name and title of person completing questionnaire.

Please send the completed questionnaire to the address listed below at your earliest convenience. A stamped, self-addressed envelope is enclosed.

Return to:

Miss Mildred S. Schmidt
Whittier Hall, Box 215
1230 Amsterdam Avenue
New York, New York 10027

APPENDIX F

Table 35. Percent of Questionnaires Returned from Community Junior Colleges Still Considering the Establishment of a Nursing Program

Returns	Number	Percent
Questionnaires answered	97	65
Questionnaire returned with summarizing statement	15	10
Letters	14	9
No response	24	16
Total	150	100

APPENDIX G

COVERING LETTER FOR QUESTIONNAIRE 5

OFFICE OF DOCTORAL STUDIES

Student Workroom

Whittier Hall, Box 215
1230 Amsterdam Ave.
New York, N.Y. 10027

January 27, 1964

I am engaged in a study to identify the factors which have led to or deterred the establishment of associate degree nursing programs in community junior colleges. Through the past eleven years, numbers of community junior colleges have explored the feasibility of offering an associate degree nursing program. Some of these colleges established the program, others did not. Your college was successful in adding nursing to your curricular offerings. I hope you will want to contribute from your experience to this study by answering the questions on the enclosed questionnaire.

There is an urgent need for this study. A 445-percent increase in graduates from this type of nursing program has been recommended by 1970. Existing programs cannot accommodate the desired enrollment, so additional programs must be established. No current material is available to guide those concerned with the decision of whether or not to establish this type of nursing program. The purpose of my study is to help fill this need.

This questionnaire covers the founding period, from the time the college expressed interest in establishing the program to the time the first class was admitted. If you were not at the college during that period, please ask an appropriate member of your staff, familiar with the events, to answer the questions.

Please mail the questionnaire in the enclosed self-addressed envelope by February 17, 1964, if possible.

This research is being done under the direction of a Doctoral Committee composed of Professors Mildred L. Montag and Walter E. Sindlinger.

Sincerely yours,

Mildred S. Schmidt

QUESTIONNAIRE 5

Factors Relating to the Establishment of Associate Degree Nursing Programs in Community Junior Colleges

Your institution is one of 81 community junior colleges in the United States to successfully establish an associate degree program in nursing as one of its curricular offerings. The need still exists for nurses, and information from other community junior colleges in the United States identified 45 interested in establishing the program but deciding not to proceed, 47 considering it unlikely that they will proceed within the next five years, 148 still considering establishing the program, and 44 with a target date. This questionnaire is designed to secure information to assist college administrators faced with the decision of whether or not to establish an associate degree program in nursing in a particular community junior college. Your willingness to share with others your experiences during the founding period of your program will add immeasurably to this phase of the study. The information which you submit in this questionnaire will be considered confidential. In the report of the findings, neither you nor the institution you represent will be identified with the data you submit.

I. The administrators who have decided not to proceed and those who are still considering establishing the program identified the following as factors which discouraged them from proceeding with their plans. Please read this list and check in Column A those which were of concern to you at the time you were considering establishing the nursing program.

	A	B
	Factors Applicable In Our Situation	
A. Within the college		
1. Estimated cost of the program indicated it would be among the most costly offerings of the college.		
2. College board of trustees did not approve of establishing a nursing program.		
3. College faculty felt nursing was an inappropriate curriculum offering.		
4. Physical and biological sciences were not included in the college course offerings.		
5. Physical facilities were already taxed to capacity.		

	A	B
6. Existing administrative organization did not provide the guidance, direction, and supervision necessary for the success of a new program.		
7. List of priorities covering future plans did not provide for establishing a new program at that particular time.		
8. College is not accredited by the appropriate regional association.		
B. In relation to clinical facilities		
1. There are no hospitals within commuting distance of the college.		
2. The local hospital and community health agencies were inadequate in size or variety.		
3. A survey of the local hospital indicated it was unsuitable for use in the teaching of nursing.		
4. The controlling board of the local hospital was not willing to have the college use the hospital for the teaching of nursing.		
5. The nursing department in the local hospital did not support the hospital's cooperating with the college for the proposed program.		
6. The local hospital was conducting a school of nursing and needed the hospital facilities for its own students.		
C. Findings of a community survey		
1. Potential students were too few to warrant the college's establishing a nursing program.		
2. There were too few positions for registered nurses in the community to justify the college's establishing a nursing program.		
3. Organized nurse groups in the community did not support the college's establishing a nursing program.		
4. Local medical staffs and/or medical societies did not support the college's establishing a nursing program.		

	A	B
5. Local high school guidance counselors did not feel students would be interested in a nursing program.		
6. There were negative reactions to the appropriateness of having a nursing education program in this college.		
D. Information from outside sources		
1. Contacted the National League for Nursing and after studying the information contained in the reply to the college's letter of inquiry, the administration came to the conclusion that the college lacked the resources necessary to establish a nursing program.		
2. Information obtained during a meeting on nursing at the American Association of Junior Colleges' Annual Convention made it evident that the college lacked the resources necessary to establish a nursing program.		
3. After talking with administrators of colleges with nursing programs, the administrators of this college decided not to become involved in a nursing program.		
E. Approval of program		
1. The state board of nursing did not encourage the college to establish a nursing program.		
2. The state board of nursing regulations prevented the development of a nursing curriculum within the framework of the community junior college.		
F. Scarcity of faculty		
1. A qualified nurse administrator could not be found.		

G. Other (please specify).

II. Now please go back and identify the three factors which were the most critical in your situation during the founding period. Indicate the most important factor by placing, in Column B, #1 for the most important factor, #2 for the next most important factor, and #3 for the next most important.

III. Would you please explain how you handled the three most critical factors you identified in Question II so as to make it possible for you to establish a nursing program.

(If you selected I A 1, cost, please delay your discussion of this factor until you have read Question IV.)

IV. The factor which was identified most frequently as the one discouraging the largest number of respondents from establishing a program was I A 1, the cost of the program.

A. Would you please explain how you handled this factor.

B. Did you obtain any type of financial subsidy for the nursing program from such groups as foundations, state agencies, local hospitals, et cetera, in the early years?

Yes ______ No ________

If "yes," please identify the source.

For what length of time did the college receive this subsidy?

C. Does the college continue to receive any kind of subsidy for the nursing program?

Yes _______ No ________

If "yes," from where?

D. Is the nursing program supported in the same way as all other programs in the college?

Yes _______ No _________

If "no," how does the support differ?

E. How does the cost of operating the nursing program compare with that of other programs in the college?

Please check one:

More expensive _______

About the same _______

Less expensive _______

Is the above response based on (please check one):

Systematic study of cost? _________

Estimate of cost? _________

V. Which of the following steps had been taken in your situation before the decision was finally made to establish a nursing program?

Check those steps you did take in Column A.

Indicate the sequence of the steps taken by placing, in Column B, #1 for the step taken first, #2 for the step taken second, et cetera.

	A Steps Taken	B Sequence of Steps Taken
A. A community survey was made to determine the need for and interest in having the college establish a program in nursing.	______	______
B. The college board of trustees was apprised of the results of the survey.	______	______
C. The state board of nursing was officially notified of the college's interest in establishing a nursing program.	______	______
D. Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing.	______	______
E. A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program.	______	______
F. Consultants were used to assist college administration to determine the feasibility of establishing a nursing program.	______	______
G. College administration projected budget and staffing needs of the proposed program.	______	______
H. College faculty were apprised of the proposed program.	______	______
I. A tentative curriculum in nursing was developed.	______	______
J. College administration took steps to hire a nurse administrator for the proposed program.	______	______
K. Other (please specify).		

VI. What were the reasons or circumstances which led the college to consider establishing an associate degree nursing program?

VII. Please list the title(s) of the person(s) and the name(s) of the organization(s) or group(s) from whom you received valuable assistance while you were exploring the feasibility of establishing a nursing program.

VIII. In your situation, did a particular person or group initiate the idea of the college's establishing a nursing program?

Yes _______ No _______

If "yes," please identify this person.

IX. Is there any information or advice you wish to share with other college administrators who may be interested in establishing an associate degree nursing program in the future?

Name and title of person completing questionnaire.

Please send the completed questionnaire to the address listed below at your earliest convenience. A stamped, self-addressed envelope is enclosed.

Return to:

Miss Mildred S. Schmidt
Whittier Hall, Box 215
1230 Amsterdam Avenue
New York, New York 10027

APPENDIX H

Table 36. Percent of Questionnaires Returned from Community Junior Colleges That Had Associate Degree Nursing Programs

Returns	Number	Percent
Questionnaire answered and returned	62	79
Letters	2	3
Questionnaire returned with summarizing statement	2	3
No response	12	15
Total	78	100

APPENDIX I

Table 37. Community Junior Colleges with Associate Degree Nursing Programs, by State*

State	Number	Percent
Arizona	1	1
California	27	35
Colorado	1	1
Florida	9	12
Georgia	1	1
Idaho	2	3
Illinois	1	1
Indiana	1	1
Iowa	1	1
Massachusetts	3	4
Michigan	4	5
Mississippi	2	3
Missouri	1	1
New York	11	15
Oklahoma	1	1
Pennsylvania	3	4
Vermont	1	1
Virginia	1	1
Washington	4	5
Texas	3	4
Total	78	100

*This does not include the community junior colleges that were involved in the Cooperative Research Project for Junior Community College Education for Nursing.

APPENDIX J

Table 38. Why Colleges Considered Establishing an Associate Degree Program in Nursing

Reasons or Circumstances Mentioned by Colleges That Decided not to Proceed	Number of Mentions	Percent of Respondents* (N=47)
Needed by community	22	47
Interest of hospitals and/or hospital-connected groups	8	17
Interest of potential students	8	17
College interested in expanding offerings	7	15
Financial support available for program	3	06
Interest of local citizens	3	06
Program reported in junior college literature	3	06
Proximity of hospitals	2	04
Other	11	23

*Percent will not total 100, since some respondents offered more than one reason or circumstance.

Table 39. Why Colleges That Have Not Yet Made a Decision Considered Establishing an Associate Degree Program in Nursing

Reasons or Circumstances Mentioned	Number of Mentions	Percent of Respondents* (N=76)
Community need	41	54
Interest of prospective students	12	16
Interest of hospitals and/or hospital-connected individuals	10	13
Interests within college	9	11
College already participating in education of nursing personnel	9	11
Knowledge of the program from various sources	7	09
Interest of community groups	4	05
Encouragement from nursing groups	4	05
Availability of clinical facilities	3	04
Needs of denomination that controls college	3	04
Recent changes in state law affecting nursing education	2	02
College requested to consider program by state university	2	02
Desire to be of service	2	02
Other	4	05

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*Percent will not total 100, since some respondents offered more than one reason or circumstance.

Table 40. Why Colleges That Have an Associate Degree Program in Nursing Considered Establishing It

Reasons or Circumstances Mentioned	Number of Mentions	Percent of Respondents* (N=58)
Community need	40	69
Suggestions from or interest of hospitals	19	33
Interest motivated by American Association of Junior Colleges-National League for Nursing annual conference on nursing	5	09
Urging of physicians	4	07
Interest of college administration	4	07
Broaden scope of college offerings	4	07
Recommendation from groups concerned with health care	4	07
Interest of members of nursing profession	4	07
Interest of potential students	3	05
Financial support available for program	3	05
Encouragement from state board of nursing and state nursing project	2	03
College already involved in education of nursing personnel	2	03
Other	5	09

*Percent will not total 100, since some respondents offered more than one reason or circumstance.

APPENDIX K

Table 41. Persons, Organizations, or Groups from Whom Colleges That Decided Not to Establish a Nursing Program Received Assistance

Persons, Organizations, or Groups Providing Assistance	Number of Mentions	Percent of Respondents (N=41)
Personnel of community junior colleges with nursing programs	17	42
Hospitals and hospital-connected individuals	15	37
State boards of nursing	10	24
National League for Nursing	8	20
Professors of nursing education	8	20
Physicians and/or medical societies	5	12
Professors of education	5	12
Staffs of state associate degree nursing project	4	10
College administrators	4	10
State departments of education	3	07
State nursing associations	2	05
College advisory committees	2	05
Other	13	32

Table 42. Persons, Organizations, or Groups from Whom Colleges Still Considering a Nursing Program Received Assistance

Persons, Organizations, or Groups Providing Assistance	Number of Mentions	Percent of Respondents (N=58)
Hospitals and hospital-connected individuals	30	52
National League for Nursing	17	29
State boards of nursing	12	21
State associate degree nursing project	9	16
Personnel of community junior colleges with nursing program	8	14
State departments of education	7	12
American Association of Junior Colleges	5	08
Physicians and/or local medical societies	4	07
Nursing associations, local and/or state	4	07
W. K. Kellogg Foundation	3	05
State board of vocational education	3	05
Professors of nursing education	3	05
Publications concerning program	3	05
University presidents	2	03
Other	12	20

Table 43. Persons, Organizations, or Groups from Whom Colleges That Established a Nursing Program Received Assistance

Persons, Organizations, or Groups Providing Assistance	Number of Mentions	Percent of Respondents (N=58)
Hospitals, and hospital-connected individuals, groups, or associations	35	60
State boards of nursing	28	48
National League for Nursing	23	40
Physicians and/or medical associations	15	26
University professors of nursing education	15	26
State departments of education	14	24
Nursing associations, local and state	14	24
Personnel of community junior colleges with nursing program	13	22
W. K. Kellogg Foundation	9	16
State associate degree nursing project	9	16
College-connected individuals or groups	8	14
American Association of Junior Colleges	5	09
Health officers, local and state	3	05
Other	11	19

APPENDIX L

Table 44. Initiation of Idea That the College Establish a Nursing Program

Presence of Initiator	Category of College					
	Decided Not to Establish a Nursing Program or Feel It Is Unlikely		Still Considering Establishing a Nursing Program		Having a Nursing Program	
	Number	Percent	Number	Percent	Number	Percent
Yes	34	52	56	58	47	76
No	12	18	22	23	12	19
No reply	20	30	19	19	3	05
Total	66	100	97	100	62	100

APPENDIX M

Table 45. Persons or Groups Who Initiated Idea That the College (Which Subsequently Decided Against It) Establish a Nursing Program

Initiator of Idea	Number of Mentions	Percent of Respondents* (N=47)
College administration	23	49
Hospitals and hospital-connected individuals	8	17
Physicians	5	11
College-connected groups	3	06
Other	8	17

*Percent will not total 100,since some respondents identified more than one initiator.

Table 46. Persons or Groups Who Initiated Idea That the College (Still Considering It) Establish a Nursing Program

Initiator of Idea	Number of Mentions	Percent of Respondents* (N=56)
College administration	30	54
Hospitals and hospital-connected individuals	12	21
College-connected groups	6	11
Physicians	6	11
Administration of state university	2	03
Other	3	05

*Percent will not total 100, since some respondents identified more than one initiator.

Table 47. Persons or Groups Who Initiated Idea That the College (Which Subsequently Established It) Establish a Nursing Program

Initiator of Idea	Number of Mentions	Percent of Respondents* (N=59)
College administration	24	41
Hospitals and/or hospital-connected individuals or groups	19	32
College-connected individuals or groups	6	10
Local school board members or officials	3	05
Other	10	16

*Percent will not total 100, since some respondents identified more than one initiator.

APPENDIX N

Table 48. Sequence of Steps Taken by College Administration Before Making Final Decision Not to Establish a Nursing Program or to Delay Its Establishment

Steps Taken	Number of Mentions, by Sequence of Steps Taken*									
	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th
A community survey was made to determine the need for and interest in having the college establish a program in nursing	8		3	1						
The college board of trustees was apprised of the results of the survey		4		5				1		
The state board of nursing was officially notified of the college's interest in establishing a nursing program	3	1	3	1	3					1
Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing	5	8	6	2	1	2				
A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program	5	1		1	1					
Consultants were used to assist college administration to determine the feasibility of establishing a nursing program	2	5	4	2	3					
College administration projected budget and staffing needs of the proposed program	1	2	3	3		1	3			
College faculty were apprised of the proposed program	5	3	2	1	3		1			
A tentative curriculum in nursing was developed		2	2		1	4	1			
College administration took steps to hire a nurse administrator for the proposed program			1			1		1	1	

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*Question answered by 28 respondents.

Table 49. Sequence of Steps Taken to Date by College Administration Considering Establishing an Associate Degree Nursing Program

Steps Taken	Number of Mentions, by Sequence of Steps Taken*										
	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	11th
A community survey was made to determine the need for and interest in having the college establish a program in nursing	18	2	2	1	1						
The college board of trustees was apprised of the results of the survey	4	12	1	1		1					
The state board of nursing was officially notified of the college's interest in establishing a nursing program	2	3	7	4	2			1			
Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing	12	7	5	3	3	5	1				
A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program	5		1		1		1				
Consultants were used to assist college administration to determine the feasibility of establishing a nursing program	5	4	6	2	1			1			
College administration projected budget and staffing needs of the proposed program	2	5	4	3	6	1	1		1		
College faculty were apprised of the proposed program	4	9	4	3	2	4					
A tentative curriculum in nursing was developed		1	2	4		2	3		1	1	
College administration took steps to hire a nurse administrator for the proposed program		1			1		1	1			1

*Question answered by 48 respondents.

Table 50. Sequence of Steps Taken by College Administration Before Decision Was Finally Made to Establish a Nursing Program

Steps Taken	Number of Mentions, by Sequence of Steps Taken*										
	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	11th
A community survey was made to determine the need for and interest in having the college establish a program in nursing	28	9	2	2	3	1					
The college board of trustees was apprised of the results of the survey		14	11	7	3	3	3	2		1	
The state board of nursing was officially notified of the college's interest in establishing a nursing program	2	7	11	7	11	3	4	4	3	1	
Hospitals in the community were surveyed to determine their adequacy and willingness to cooperate by having their facilities used for the teaching of nursing	7	12	9	10	3	3		1	1	1	
A lay advisory or exploratory committee was appointed to advise college administration on the feasibility of establishing a nursing program	11	2	9	6	3	3	3	2	2	1	
Consultants were used to assist college administration to determine the feasibility of establishing a nursing program	5	5	7	9	7	8	2	1		1	
College administration projected budget and staffing needs of the proposed program	1	3	2	2	9	12	9	10	2	1	
College faculty were apprised of the proposed program	1	3	3	7	7	7	10	7	4	2	
A tentative curriculum in nursing was developed			1	1	6	5	8	5	13	6	
College administration took steps to hire a nurse administrator for the proposed program		2	1	4	1	5	6	9	11	9	2

*Question answered by 48 respondents.

APPENDIX O

Table 51. Number and Percentage of Persons Answering Questionnaires from Colleges That Decided Not to Establish a Nursing Program, According to Title

Title	Number	Percent
Chief administrative officer	45	68
Dean (other than chief administrative officer)	9	14
Not indicated	6	09
Director	5	08
Chairman, curriculum committee	1	01
Total	66	100

Table 52. Number and Percentage of Persons Answering Questionnaires from Colleges Still Considering a Nursing Program, According to Title

Title	Number	Percent
Chief administrative officer	97	77
Dean (other than chief administrative officer)	14	11
Not indicated	8	06
Director, department of practical nursing	2	02
Other	5	04
Total	126	100

Table 53. Number and Percentage of Persons Answering Questionnaires From Colleges Having a Nursing Program, According to Title

Title	Number	Percent
Chief administrative officer	31	50
Chairman, nursing department	12	19
Dean, other than chief administrative officer	9	15
Vice-president	3	05
President, with chairman of nursing department	2	03
Other	3	05
None	2	03
Total	62	100